



COLLEGE LIBRARY



of St. Thomas of Villanova

VILLANOVA COLLEGE  
VILLANOVA, PENNSYLVANIA

**LIBRARY**

L  
111

Class .A3 1881

Accession 27360

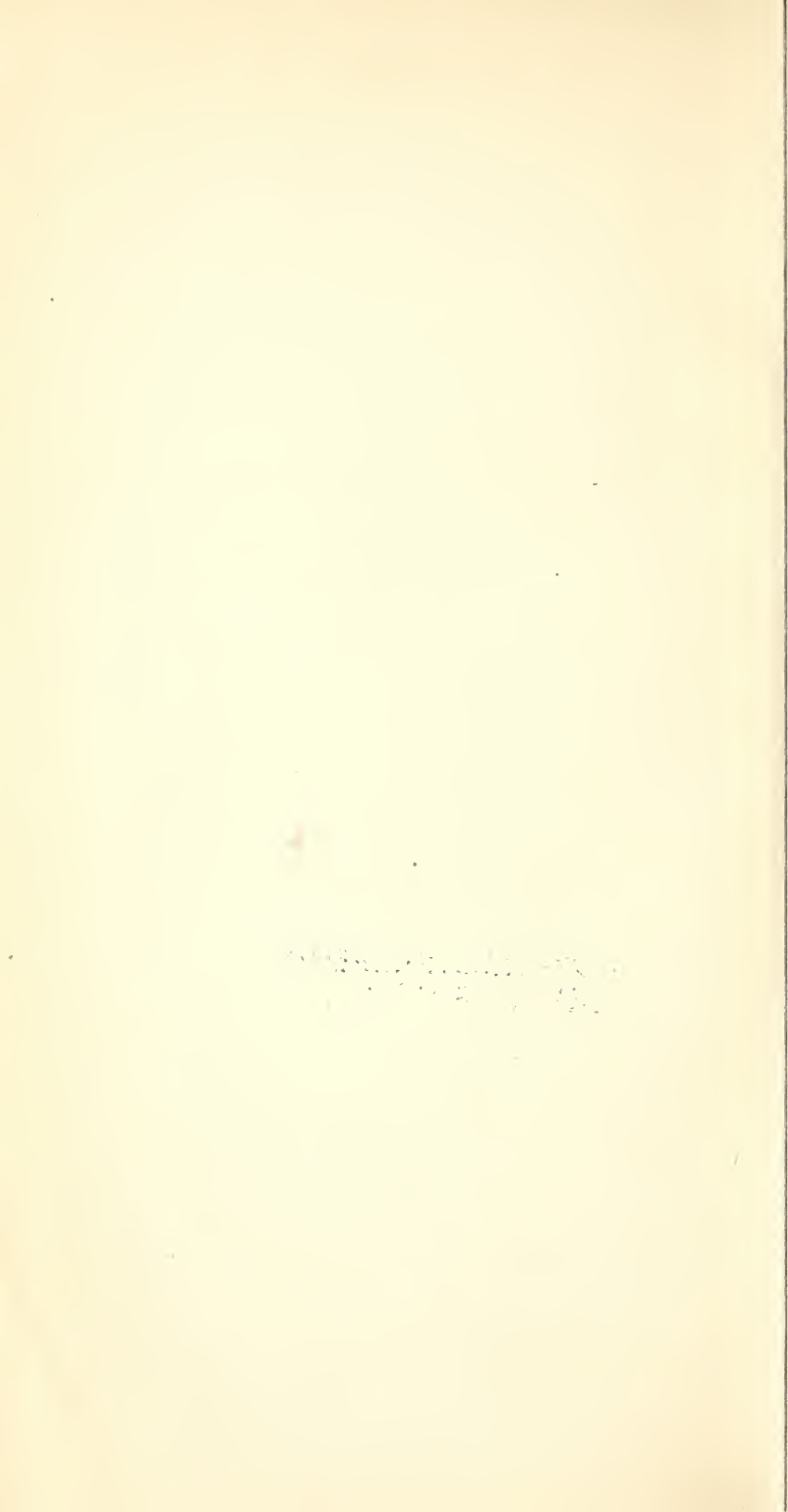














# REPORT

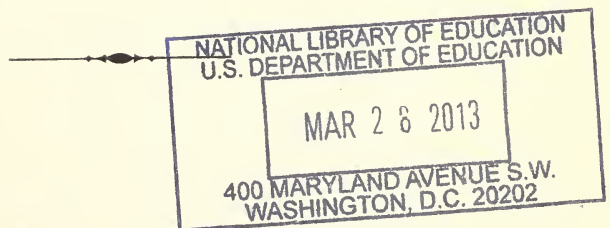
OF THE

## COMMISSIONER OF EDUCATION

FOR

THE YEAR 1881.

NO LONGER PROPERTY OF  
FALVEY MEMORIAL LIBRARY



WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
1883.

THE NEW YORK PUBLIC LIBRARY  
ASTOR LENOX TILDEN FOUNDATION  
500 5TH AVENUE  
NEW YORK 17, N.Y.

THE NEW YORK PUBLIC LIBRARY  
ASTOR LENOX TILDEN FOUNDATION  
500 5TH AVENUE  
NEW YORK 17, N.Y.



# CONTENTS.

	Page.
REPORT OF THE COMMISSIONER OF EDUCATION .....	v-cclxxvii
General statement of the work of the office, with a list of its publications during the year, v-ix; the census in its relations to education, with tables and diagrams, ix-xliii; summary of school age, population, enrolment, attendance, &c., xliii, xlv; summary of the teachers employed in the public schools and their average monthly salaries, xlv, xlv; summary of annual income and expenditure for public schools, xlvii, xlviii; summary of per capita expenditure, xlix, l; statistical generalization by years and topics, with remarks, l-liv; the district system, liv, lv; qualifications and appointment of teachers, lvi-lviii; school supervision, lviii-lx; courses of study, lx-lxiii; tables of illiteracy among minors from the census of 1880, lxiii-lxix; summary of the educational condition of the States and Territories, lxix-lxxxi; comparative statistics of education in the South, with figures respecting the education of the colored race and remarks, lxxxi-lxxxix; Peabody fund, xc, xci; summary of school statistics of cities, xcii-cvii; school accommodation and attendance in cities, cviii-cx; illiteracy in cities, xxi-cxiii; city primary schools, cxiv; city schools of higher grade, cxiv, cxv; evening and special schools in cities, cxv, cxvi; city school finances, moral and physical training, cxvi; summary of normal school statistics, cxvii-cxxii; appropriations for normal schools, with remarks, cxxiii-cxxvii; comparative requirements for admission to normal and to professional schools, cxxvii, cxxviii; courses of study in normal schools at home and abroad, cxxviii-cxxxi; teachers' institutes, cxxxi, cxxxi; normal training in the colleges, cxxxi, cxxxi; summary of statistics of commercial and business colleges, cxxxi, cxxxi; summary of statistics of Kindergärten, cxxxi; public schools and Kindergärten, cxxxi, cxxxi; normal Kindergarten instruction, cxxxi, cxxxi; essential needs of a Kindergarten, cxxxi; summary of statistics of pupils receiving secondary instruction, with remarks, cxxxi-cxlv; summary of statistics of preparatory schools, cxli, cxli; summary of statistics of institutions for the superior education of women, with remarks, cxli-cxli; summary of statistics of universities and colleges, with a summary of college entrance examinations, preparatory departments, and remarks, cxli-cxli; hygiene in college, growth of Yale College, cxli; elective systems, cxli-cxli; variations in college attendance, cxli-cxli; schools of political science, cxli, cxli; summary of statistics of schools of science, with remarks, cxli-cxli; physics and chemistry, cxli-cxli; instruction in mechanical engineering, cxli-cxli; manual training schools, cxli, cxli; industrial school for miners and mechanics, cxli, cxli; Royal Agricultural High School of Berlin, cxli-cxli; summary of statistics of schools of theology, cxli-cxli; summary of statistics of schools of law, with remarks, cxli-cxli; summary of statistics of schools of medicine, dentistry, and pharmacy, cxli-cxli; courses preparatory to the study of medicine, cxli, cxli; entrance examinations to medical schools, cxli, cxli; character and progress of medical instruction, cxli-cxli; summary of statistics of degrees conferred, cxli-cxli; summary of statistics of public libraries, cxli; library management, cxli, cxli; libraries and schools, cxli, cxli; catalogues and indexes, cxli; summary of statistics of training schools for nurses, with remarks, cxli, cxli; statistics of defective classes in the United States, cxli-cxli; summary of statistics of institutions for the deaf and dumb, cxli, cxli; day schools for deaf-mutes, cxli, cxli; literary and industrial instruction for deaf-mutes, cxli-cxli; National Deaf-Mute College, cxli, cxli; summary of statistics of schools for the blind, cxli; sketch of the history of schools for the blind, cxli, cxli; printing for the blind, cxli, cxli; instruction of the blind, cxli, cxli; summary of statistics of schools for the feeble-minded, cxli; classification and instruction of the feeble-minded, cxli, cxli; causes of idiocy, cxli; summary of statistics of reform schools, with remarks, cxli-cxli; reformatory system of Michigan, cxli, cxli; the family system in reform schools, cxli; New Jersey State Reform School, cxli, cxli; institutions for the reformation of girls, cxli-cxli; summary of statistics of orphan homes and asylums, cxli-cxli; summary of educational benefactions, with remarks, cxli-cxli; summary of educational publications, cxli; summary of patents for improvements in school furniture, cxli, cxli; education in foreign countries, cxli-cxli; recommendations, cxli, cxli	

	Page.
ABSTRACTS.....	1-318
Abstracts of the official reports of the school officers of States, Territories, and cities, with other additional information.....	4-307
Educational associations and conventions.....	308-318
STATISTICS OF EDUCATION FOR THE YEAR 1881.....	319-831
TABLE I. Statistics of the school systems of the States and Territories.....	320-327
II. School statistics of cities containing 7,500 inhabitants and over.....	328-378
III. Statistics of normal schools.....	379-396
IV. Statistics of commercial and business colleges.....	397-411
V. Statistics of Kindergärten.....	412-449
VI. Statistics of institutions for secondary instruction.....	450-543
VII. Statistics of preparatory schools.....	544-554
VIII. Statistics of institutions for the superior instruction of women.....	555-571
IX. Statistics of universities and colleges.....	572-607
X. Statistics of schools of science.....	608-613
XI. Statistics of schools of theology.....	620-631
XII. Statistics of schools of law.....	632-635
XIII. Statistics of schools of medicine, dentistry, and pharmacy.....	636-648
XIV. Summary of examinations for admission to the United States Military and Naval Academies.....	649
XV. Degrees conferred in 1880 by universities, colleges, scientific and other professional schools, and by schools for the superior instruction of women.....	650-667
XVI. Statistics of additional public libraries numbering 300 volumes or upwards.....	668-671
XVII. Statistics of training schools for nurses.....	672, 673
XVIII. Statistics of institutions for the deaf and dumb.....	674-679
XIX. Statistics of institutions for the blind.....	680-683
XX. Statistics of schools and asylums for feeble-minded children.....	684, 685
XXI. Statistics of reform schools.....	686-699
XXII. Statistics of orphan asylums, soldiers' orphans' homes, infant asylums, and industrial schools.....	700-755
XXIII. Statistics of educational benefactions.....	756-791
XXIV. Publications, educational, historical, &c.....	792-828
XXV. Improvements in school furniture, apparatus, &c., patented in 1881.....	829-831
INDEX.....	833-840

# REPORT.

## ERRATA ET ADDENDA.

Page ccvii. Instead of 59,701, total number of the defective classes in the United States, read 159,701.

Page 4. The number of children of school age in Alabama, according to figures of the United States Census of 1880 not available when the first portion of this report was put to press, was 422,739.

Page 41. Number of children of school age in Georgia, according to Census of 1880, 461,016.

Page 86. The number of children of school age in Louisiana, as given in the Census of 1880, was 271,414.

Page 97. The number of children of school age in Maryland, as given in the Census of 1880, was 319,201.

Page 156. The total school expenditure in Nevada for 1880 was \$144,244, Storey County not reporting, and in 1881 \$140,418. The increase noted in income and the decrease in expenditure should be dropped.

Page 365, column 92, line numbered 33. For 1.34 read 13.4.

Page 367, column 92, line numbered 148. For 15 read 1.5.

One hundred and thirty-one thousand documents have been sent out, or nearly double the number of the previous year. For the purpose of obtaining statistics for the annual report 8,093 blank lists of questions have been mailed. A large number of similar forms have been sent out to secure data required in special publications issued during the year.

There is a strong desire that this report should appear earlier, and nowhere is it stronger than among those engaged in its preparation. It would be more convenient to the Office to close the report the 30th of June, and complete it for publication at the time of the assembling of Congress, and thus bring so much of the work of this Office into conformity with other offices of the General Government; but this Office performs a part only in the great voluntary system of statistics, embracing the entire country and all systems, institutions, and phases of education, and has felt obliged, at whatever inconvenience, to accommodate itself to the wishes of the more than 8,000 collaborators who furnish voluntarily and without pay the data on which its reports are based. The first report of the present Commissioner was made and presented to Congress at its opening substantially as above noted, but the wishes and necessities of many of the contributors seemed to enforce the surrender of that method and the adoption of the present plan. On a moment's reflection it will be observed that this report, comprehending such a vast variety of facts from so many States, cities, and institutions, cannot be made with the promptness of a report embracing only a single point of observation. It cannot be made like a newspaper report. It is of course obvious that the time covered by the report of any institution must have elapsed and the record be complete before this local report can be concluded and forwarded. Any one who knows by experience the difficulties in the way of making a State report will understand how much time is required to collect the material from all the towns, counties, and institutions and satisfactorily compile it. After this, time must be allowed for its publication before this

central clearing house at Washington can begin, much less complete, its work. It should\* be stated that, late as this report has ever appeared, there have come data for insertion after its publication from those who have been most earnestly laboring to get their material into shape and send it forward; it should be added, to the credit of those who supply the Office with its data, that their unpaid work is done with alacrity and that there is a growing desire among them to furnish their statistics, accurate and complete, in time for this annual statement. It should be remembered also, in this connection, that this Office has never been furnished with the clerical force sufficient to do its work, according to the judgment of those administering it or of those acquainted with the demands upon it. The preparation of the annual report is only one item of the vast amount of work performed in it.

#### AMERICAN OFFICIAL CORRESPONDENTS OF THE OFFICE WHO FURNISH STATISTICS.

The following summary gives the number of correspondents of the Office at the head of systems and institutions of education in our country who furnish the information contained in these reports :

*Statement of educational systems and institutions in correspondence with the Bureau of Education in the years named.*

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
States and Territories .....	44	48	48	48	48	48	48	48	48	48
Cities.....	325	533	127	241	239	241	258	333	351	351
Normal schools.....	98	114	124	140	152	166	179	242	252	273
Business colleges.....	53	112	126	144	150	157	163	191	197	280
Kindergärten.....	42	55	95	149	177	217	322	385	456	
Academies.....	811	944	1,031	1,467	1,550	1,650	1,665	1,848	1,869	2,113
Preparatory schools.....	86	91	105	114	123	125	138	146	158	
Colleges for women .....	175	205	209	249	252	264	277	294	297	290
Colleges and universities.....	298	323	343	385	381	335	389	402	402	396
Schools of science.....	70	70	72	76	76	77	80	86	88	91
Schools of theology.....	104	140	113	123	125	127	129	146	156	158
Schools of law.....	37	37	38	42	42	45	50	53	53	51
Schools of medicine.....	87	94	99	104	102	106	112	125	126	137
Public libraries.....	306	377	676	2,200	2,275	2,440	2,578	2,678	2,874	3,024
Museums of natural history.....	50	43	44	53	54	55	55	57	57	57
Museums of art.....	22	27	27	31	.....	.....	.....	37	37	37
Art schools.....	.....	26	29	30	.....	.....	.....	37	38	38
Training schools for nurses.....	.....	.....	.....	.....	.....	.....	.....	11	15	17
Institutions for the deaf and dumb.....	37	40	40	42	43	45	52	57	62	63
Institutions for the blind.....	27	28	28	29	29	30	31	31	31	31
Schools for the feeble-minded.....	.....	7	9	9	11	11	11	13	13	15
Orphan asylums, &c.....	77	180	269	408	533	540	638	641	651	604
Reform schools.....	20	34	56	67	63	63	78	79	83	79
Total.....	2,619	3,449	3,651	6,085	6,449	6,750	7,135	7,869	8,231	8,774

The letters written number 4,190. Many of these furnished statistics and facts to educational writers and school officials, the results of extensive research and patient labor. About 4,000 letters and 2,549 documents have been received; 1,000 volumes and 1,200 pamphlets have been added to the library. The card catalogue of the contents of the library, which has been in preparation, is making fair progress, and is already of incalculable service in the work of the Office and aid of those who come here to study educational subjects.



## EDUCATIONAL STATISTICS.

VII

*Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, from 1872 to 1881.*

	1872.			1873.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(a)	23, 194	1, 215, 897	(b)	27, 726	1, 564, 663
Normal schools.....	98	773	11, 778	114	887	16, 620
Commercial and business colleges.....	53	263	8, 451	112	514	22, 397
Kindergärten.....						
Institutions for secondary instruction.....	811	4, 501	98, 929	944	5, 058	118, 370
Preparatory schools.....				86	690	12, 487
Institutions for the superior instruction of women..	175	1, 617	11, 288	205	2, 120	24, 613
Universities and colleges.....	298	3, 040	45, 617	323	3, 106	52, 053
Schools of science.....	70	724	5, 395	70	747	8, 950
Schools of theology.....	104	435	3, 351	110	573	3, 838
Schools of law.....	37	151	1, 976	37	158	2, 112
Schools of medicine, of dentistry, and of pharmacy..	87	726	5, 995	94	1, 148	8, 681
Training schools for nurses.....						
Institutions for the deaf and dumb.....	36	267	4, 337	40	289	4, 534
Institutions for the blind.....	27	513	1, 856	28	545	1, 916
Schools for feeble-minded children.....				9	213	758
Orphan asylums, industrial schools, and miscellaneous charities.	77	852	10, 324	178	1, 484	22, 107
Reform schools.....	26	331	4, 230	34	579	6, 858

	1874.			1875.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(d)	16, 488	976, 837	(e)	22, 152	1, 180, 880
Normal schools.....	124	966	24, 405	137	1, 081	29, 105
Commercial and business colleges.....	126	577	25, 892	131	594	26, 109
Kindergärten.....	55	125	1, 636	95	216	2, 809
Institutions for secondary instruction.....	1, 031	5, 466	98, 179	1, 143	6, 081	108, 235
Preparatory schools.....	91	697	11, 414	102	746	12, 954
Institutions for the superior instruction of women..	209	2, 285	23, 445	222	2, 405	23, 795
Universities and colleges.....	343	3, 783	56, 692	355	3, 999	58, 894
Schools of science.....	72	609	7, 244	74	758	7, 157
Schools of theology.....	113	597	4, 356	123	615	5, 234
Schools of law.....	38	181	2, 585	43	224	2, 677
Schools of medicine, of dentistry, and of pharmacy..	99	1, 121	9, 095	106	1, 172	9, 971
Training schools for nurses.....						
Institutions for the deaf and dumb.....	40	275	4, 900	41	293	5, 087
Institutions for the blind.....	29	525	1, 942	29	498	2, 054
Schools for feeble-minded children.....	9	312	1, 265	9	317	1, 372
Orphan asylums, industrial schools, and miscellaneous charities.	269	1, 678	26, 360	278	1, 789	54, 204
Reform schools.....	56	693	10, 848	47	678	10, 670

*a* 326 cities were included in 1872; their total population according to the census of 1870 was 8,036,937.

*b* 533 cities, towns, and villages were included in 1873, which had a population of 10,042,892.

*c* In 1872 this class of schools was included in the table of institutions for secondary instruction.

*d* 127 cities, containing 10,000 inhabitants or more, were included in 1874; their aggregate population was 6,037,905.

*e* 177 cities, each containing 7,500 inhabitants or more, reported in 1875; their aggregate population was 8,804,654.

*Statistical summary of institutions, instructors, and students, &c.—Continued.*

	1876.			1877.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(a)	23,504	1,843,487	(b)	23,830	1,249,271
Normal schools.....	151	1,065	33,921	152	1,189	37,082
Commercial and business colleges.....	137	599	25,234	134	568	23,496
Kindergärten.....	130	364	4,090	129	336	3,931
Institutions for secondary instruction.....	1,229	5,999	106,647	1,226	5,963	98,371
Preparatory schools.....	105	736	12,369	114	796	12,510
Institutions for the superior instruction of women..	225	2,404	23,856	220	2,305	23,022
Universities and colleges.....	356	3,920	56,481	351	3,998	57,334
Schools of science.....	75	793	7,614	74	781	8,559
Schools of theology.....	124	580	4,268	124	564	3,965
Schools of law.....	42	218	2,664	43	175	2,811
Schools of medicine, of dentistry, and of pharmacy..	102	1,201	10,143	106	1,278	11,225
Training schools for nurses.....						
Institutions for the deaf and dumb.....	42	312	5,209	43	346	5,743
Institutions for the blind.....	29	580	2,083	30	566	2,179
Schools for feeble-minded children.....	11	318	1,560	11	355	1,781
Orphan asylums, industrial schools, and miscellaneous charities.	385	3,197	47,439			
Reform schools.....	51	800	12,087			

	1878.			1879.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(c)	27,944	1,556,974	(d)	28,903	1,669,899
Normal schools.....	156	1,227	39,669	207	1,422	40,029
Commercial and business colleges.....	129	527	21,048	144	535	22,021
Kindergärten.....	159	376	4,797	195	452	7,554
Institutions for secondary instruction.....	1,227	5,747	100,374	1,236	5,961	108,734
Preparatory schools.....	114	818	12,538	123	818	13,561
Institutions for the superior instruction of women..	225	2,478	23,639	227	2,323	24,605
Universities and colleges.....	358	3,885	57,987	364	4,241	60,011
Schools of science.....	76	809	13,153	81	884	10,919
Schools of theology.....	125	577	4,320	133	600	4,738
Schools of law.....	50	196	3,012	49	224	3,019
Schools of medicine, of dentistry, and of pharmacy..	106	1,337	11,830	114	1,495	13,321
Training schools for nurses.....				11	51	298
Institutions for the deaf and dumb.....	52	372	6,036	53	379	6,391
Institutions for the blind.....	30	547	2,214	30	599	2,213
Schools for feeble-minded children.....	11	422	1,981	13	491	2,234
Orphan asylums, industrial schools, and miscellaneous charities.	389	3,688	67,082	411	4,004	75,020
Reform schools.....	68	996	13,966	67	1,066	14,216

a 192 cities, of 7,500 inhabitants or more, reported in 1876; their aggregate population was 9,128,955.

b 195 cities, of 7,500 inhabitants or more, reported in 1877; their aggregate population was 9,099,025.

c 218 cities, of 7,500 inhabitants or more, reported in 1878; their aggregate population was 10,224,270.

d 240 cities, of 7,500 inhabitants or more, reported in 1879; their aggregate population was 10,801,814.



*Statistical summary of institutions, instructors, and students, &c.—Continued.*

	1880.			1881.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools .....	(a)	29,264	1,710,461	(b)	30,155	1,738,108
Normal schools.....	220	1,466	43,077	225	1,573	48,705
Commercial and business colleges.....	162	619	27,146	202	794	34,414
Kindergärten.....	232	524	8,871	273	676	14,107
Institutions for secondary instruction .....	1,264	6,009	110,277	1,336	6,489	122,617
Preparatory schools.....	125	860	13,239	130	871	13,275
Institutions for the superior instruction of women..	227	2,340	25,780	226	2,211	26,041
Universities and colleges.....	364	4,160	59,594	362	4,361	62,435
Schools of science .....	83	953	11,584	85	1,019	12,709
Schools of theology.....	142	633	5,242	144	624	4,793
Schools of law.....	48	229	3,134	47	229	3,227
Schools of medicine, of dentistry, and of pharmacy..	120	1,660	14,006	126	1,746	14,536
Training schools for nurses .....	15	59	323	17	84	414
Institutions for the deaf and dumb.....	56	418	6,657	57	431	6,740
Institutions for the blind.....	30	532	2,032	30	593	2,148
Schools for feeble-minded children .....	13	486	2,472	14	490	2,490
Orphan asylums, industrial schools, and miscellaneous charities.	430	4,217	59,161	439	4,211	62,317
Reform schools.....	68	1,054	11,921	71	1,164	15,626

a 244 cities, of 7,500 inhabitants or more, reported in 1880; their aggregate population was 10,700,800.

b 251 cities, of 7,500 inhabitants or more, reported in 1881; their aggregate population was 10,757,645.

It may be hardly necessary to call special attention to the totals here and elsewhere appearing in this report, save to conform to the purpose that pervades the report in all its parts, to leave no reasonable opportunity for misunderstanding its facts. Whenever columns are added it will be seen that the totals only include the figures inserted and that references and cross references are so made to the sources of information and the details from which generalizations are drawn that there can be no justifiable ground for erroneous conclusions. There is, perhaps, no other report made in the country that embraces the work of so large a number of intelligent and critical contributors or that so uniformly attaches to its statements the name of a person or a place, which subjects whatever facts are inserted or statements made to direct personal and local observation and criticism. If there is an error or just ground for complaint the Office is sure to learn of it, and from year to year it is a just ground of satisfaction to those engaged in the preparation of the report that so few errors have occurred.

By the appearance of the Compendium of the Census before the completion of this report and by the courtesy of General Walker and Colonel Seaton, Superintendents of the Census, in furnishing additional data, this Office has been put in possession of valuable material with a view to the study of the population of the country as regards (1) its distribution by nativity, sex, and race; (2) the minor population, and the population of school age, its sex, race, and age; and (3) the illiteracy of the minor population, for the purpose of showing the extent to which all instrumentalities, public and private, come short of the obligation to teach all the youth of the country the art of reading and writing.

This study has been made under my direction by Dr. Charles Warren, and so much of it is inserted here as adds value and completeness to the statistics of education annually presented by this Office. The more full and complete statement, it is hoped, will be issued at an early day as a separate publication.

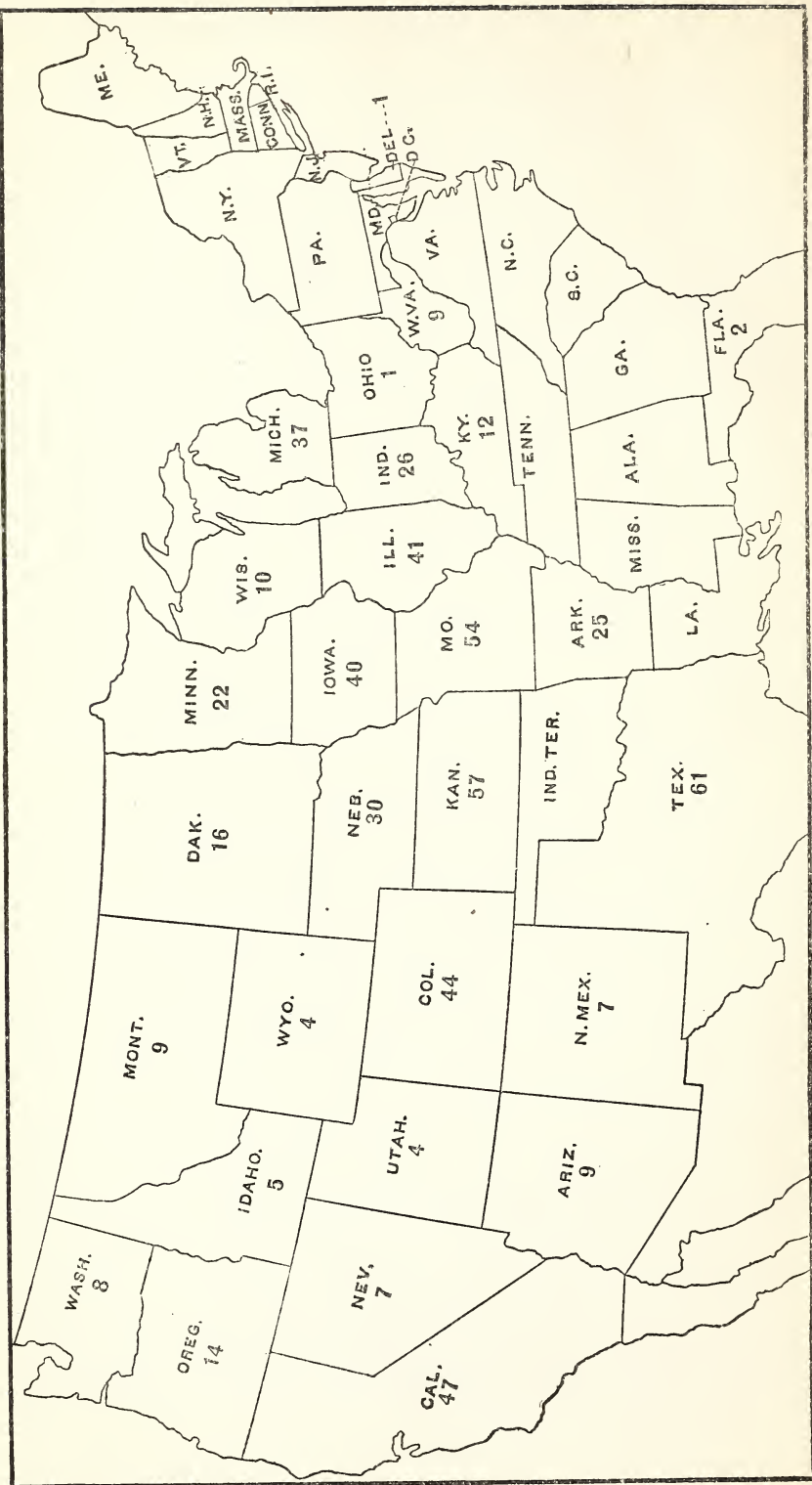


DIAGRAM No. 1.—Excess of native males, in thousands, in certain States and Territories,

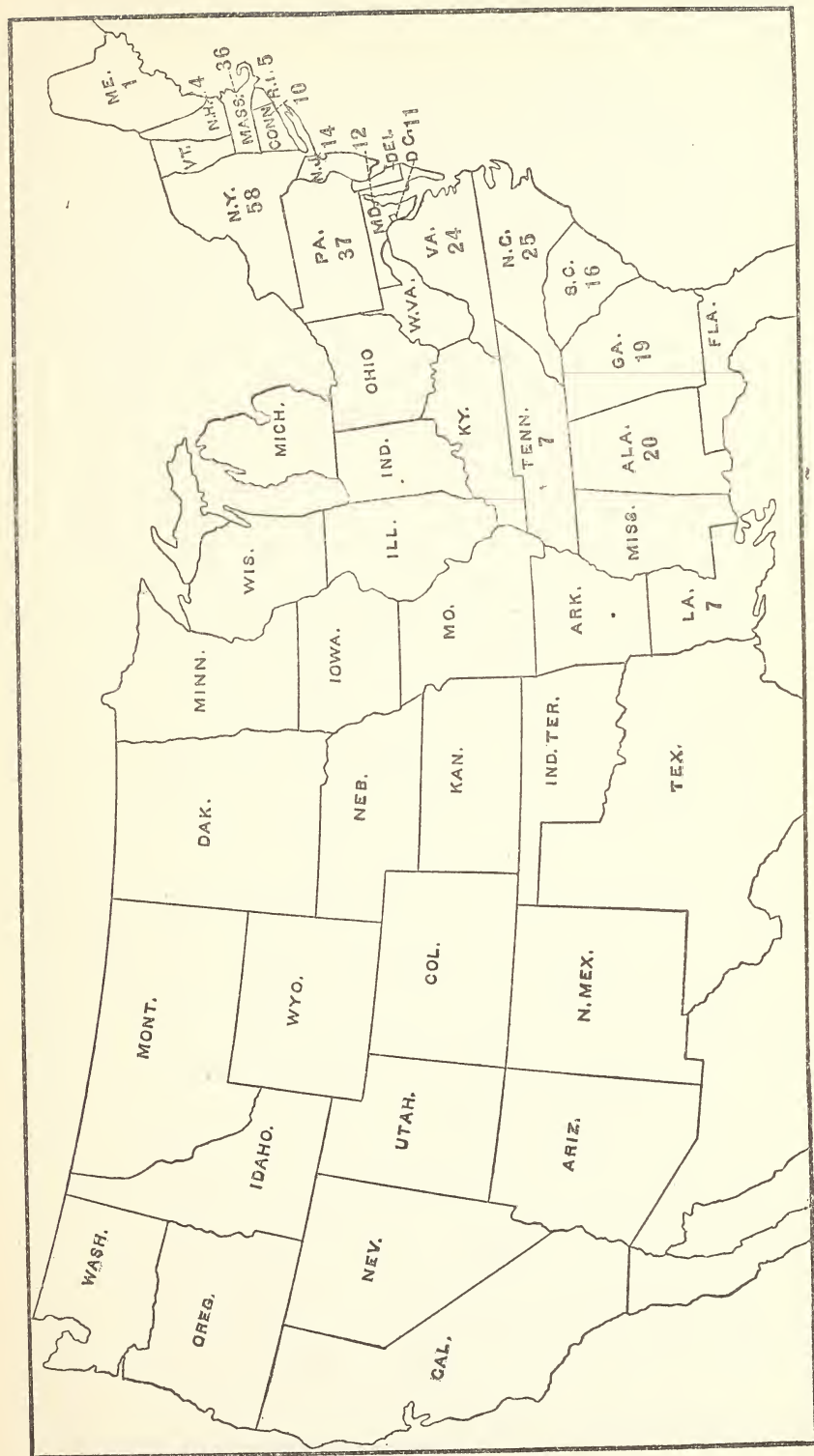


DIAGRAM No. 2.—Excess of native females, in thousands, in certain States.

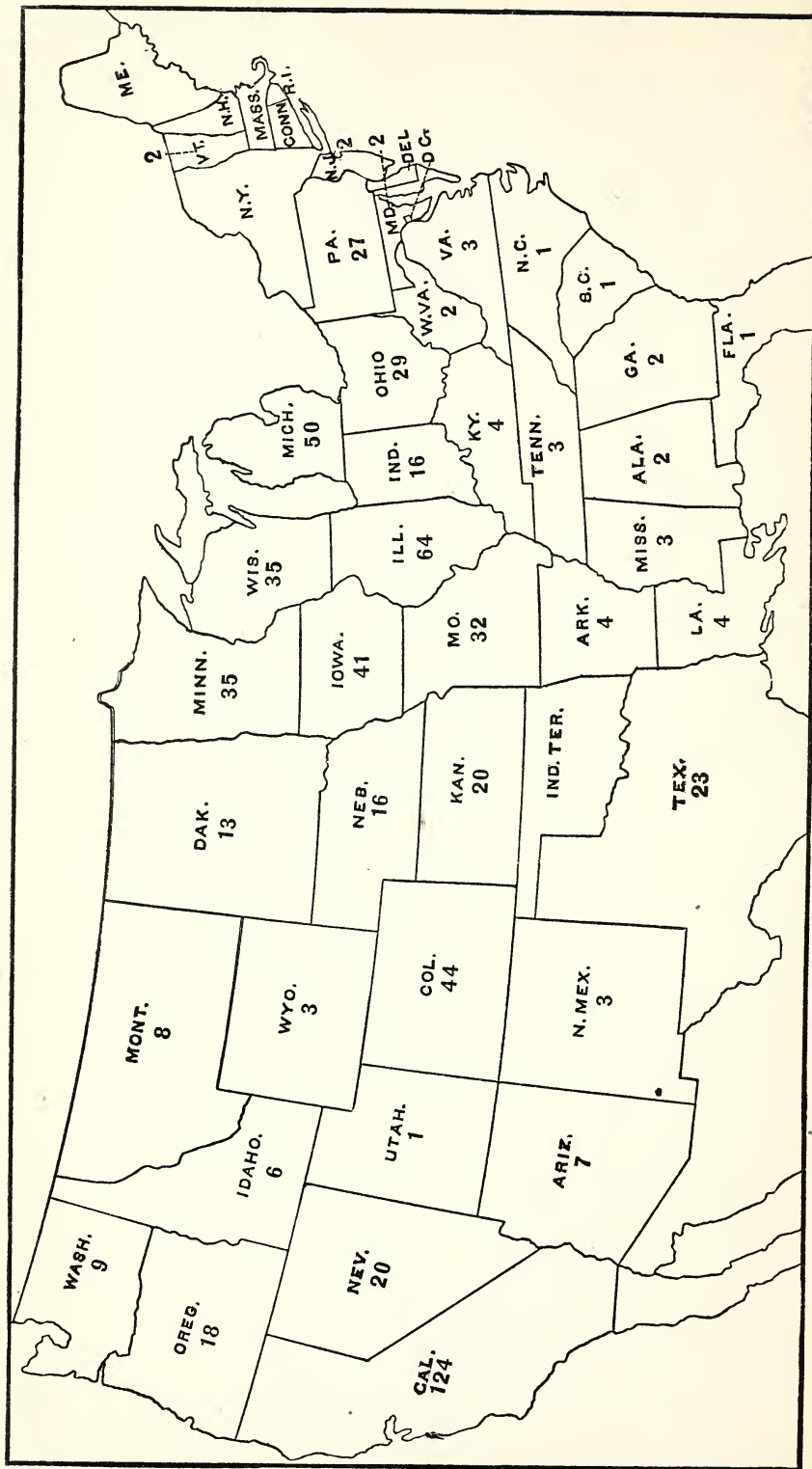


DIAGRAM No. 3. — Excess of Foreign Males, in thousands, in certain States and Territories.

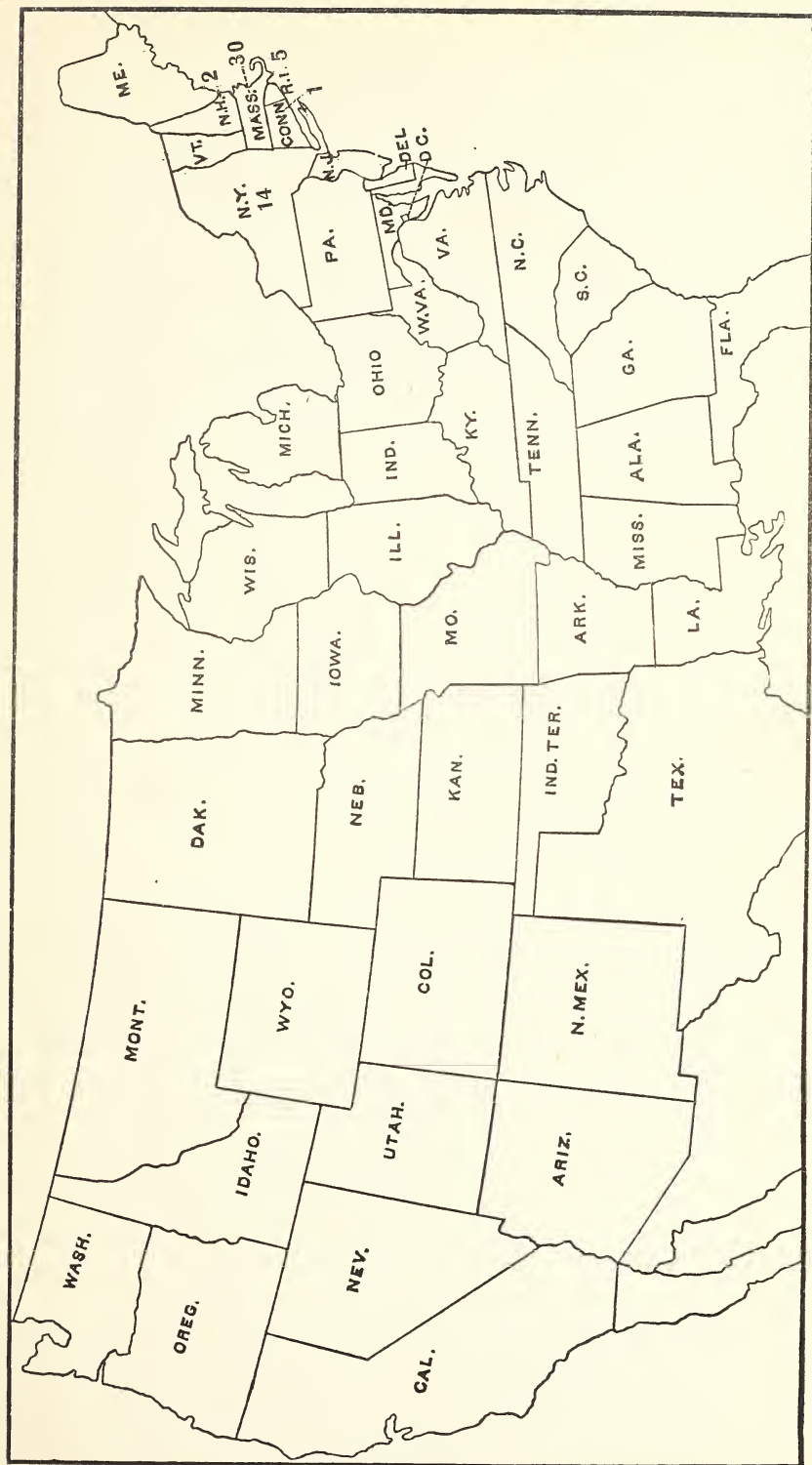


DIAGRAM No. 4.—Excess of foreign females, in thousands, in certain States.



TABLE 1 FROM THE CENSUS OF 1880.

The area of the Union, excluding Alaska and the Indian Territory, is estimated by the Census authorities to be 2,900,170 square miles, the area of Alaska is about 531,409 square miles and that of the Indian Territory is 69,830 square miles, or an aggregate for the whole country of 3,501,409 square miles. In size and in population we are the fourth nation of the world. Probably more than half the English-speaking people of the earth live in the United States.

The native population of the country in 1880, excluding the two unorganized Territories already mentioned, was 43,475,840; the foreign-born population numbered 6,679,943. The native males exceeded the native females by more than 300,000; the foreign-born males exceeded the foreign-born females nearly 600,000; the exact majority of all males over all females was 881,857. The white population numbered 43,402,979; the colored population, 6,580,793; the Chinese and Japanese, 105,613; and the Indians paying taxes, 66,407.<sup>1</sup> Of the colored population, 14,107 were born in other countries; of the Chinese and Japanese, 1,186 were natives; and 1,820 of the civilized Indians were foreign-born.

An examination of the table will show that the females exceeded the males in the following States:

	Per cent.
Maine.....	0.25
New Hampshire.....	3.48
Massachusetts.....	7.71
Rhode Island.....	7.87
Connecticut.....	3.64
New York.....	2.88
Pennsylvania.....	0.45
New Jersey.....	2.01
Maryland.....	2.29
District of Columbia.....	12.52
Virginia.....	2.87
North Carolina.....	3.48
Tennessee.....	0.49
South Carolina.....	3.01
Georgia.....	2.13
Alabama.....	2.77
Louisiana.....	0.52

Thus it may be said in general terms that the country east of the river Ohio and the lower Mississippi has a slight excess of females and that the rest of the country shows an excess of males. The colored population is mostly south of the Missouri, the Ohio, and the Potomac, and the foreign-born population almost entirely north of those rivers. Indeed, there has been an actual decrease since 1870 of foreign-born inhabitants in Vermont, Missouri, Maryland, Kentucky, Tennessee, South Carolina, Georgia, Alabama, Mississippi, and Louisiana.

<sup>1</sup> The whole Indian population is about 289,000, according to recent authorities.



TABLE 1, *derived from the Census of 1880, showing the area and population of the States and Territories and the general nativity and sex of the population.*

States and Territories.	Area in square miles.	Population.	Persons to a square mile.	Nativity.			
				Native.		Foreign.	
				Male.	Female.	Male.	Female.
Alabama .....	51,540	1,262,505	24.50	616,673	636,098	5,956	3,778
Arkansas .....	53,045	802,525	15.13	408,939	383,236	7,340	3,010
California .....	155,980	864,694	5.54	309,650	262,170	208,526	84,348
Colorado .....	103,645	194,327	1.87	99,342	55,195	29,789	10,001
Connecticut .....	4,845	622,700	128.52	241,409	251,299	64,373	65,619
Delaware .....	1,960	146,608	74.80	69,264	67,876	4,844	4,624
Florida .....	54,240	269,493	4.97	130,855	128,729	5,589	4,320
Georgia .....	58,980	1,542,180	26.15	756,535	775,081	6,446	4,118
Illinois .....	56,000	3,077,871	54.96	1,267,793	1,226,502	318,730	264,846
Indiana .....	35,910	1,978,301	55.09	930,290	903,833	80,071	64,107
Iowa .....	55,475	1,624,615	29.29	701,502	661,463	146,634	115,016
Kansas .....	81,700	996,096	12.19	471,566	414,444	65,101	44,985
Kentucky .....	40,000	1,648,690	41.22	800,658	788,515	31,932	27,555
Louisiana .....	45,420	939,946	20.69	439,537	446,263	29,217	24,929
Maine .....	29,895	648,936	21.71	294,506	295,547	29,552	29,331
Maryland .....	9,860	964,943	94.82	419,841	432,296	42,346	40,460
Massachusetts .....	8,040	1,783,085	221.78	651,659	687,935	206,781	236,710
Michigan .....	57,430	1,636,937	28.50	642,932	605,497	219,423	169,085
Minnesota .....	79,205	780,773	9.86	267,645	245,452	151,504	116,172
Mississippi .....	46,340	1,131,597	24.42	560,994	561,394	6,183	3,026
Missouri .....	68,735	2,168,380	31.55	1,005,578	951,224	121,609	89,969
Nebraska .....	76,185	452,402	5.94	192,466	162,522	56,775	40,639
Nevada .....	109,740	62,268	0.57	21,891	14,722	20,128	5,525
New Hampshire .....	9,005	346,991	38.53	148,256	152,441	22,270	24,024
New Jersey .....	7,455	1,131,116	151.73	447,824	461,592	112,098	109,602
New York .....	47,620	5,082,871	106.74	1,906,721	1,964,771	598,601	612,778
North Carolina .....	48,580	1,399,750	28.81	685,509	710,499	2,399	1,343
Ohio .....	40,760	3,198,062	78.46	1,401,890	1,401,229	212,046	182,897
Oregon .....	94,560	174,768	1.85	79,229	65,036	24,152	6,351
Pennsylvania .....	44,985	4,282,891	95.21	1,829,000	1,866,062	307,655	280,174
Rhode Island .....	1,085	276,531	254.87	98,606	103,932	34,424	39,569
South Carolina .....	30,170	995,577	33.00	486,012	501,879	4,396	3,290
Tennessee .....	41,750	1,542,359	36.94	759,349	766,308	9,928	6,774
Texas .....	262,290	1,591,749	6.07	769,122	708,011	63,718	45,898
Vermont .....	9,135	332,286	36.38	145,445	145,882	21,442	19,517
Virginia .....	40,125	1,512,565	37.70	736,766	761,103	8,823	5,873
West Virginia .....	24,645	618,457	25.09	304,517	295,675	9,978	8,287
Wisconsin .....	54,450	1,315,497	24.16	460,054	450,018	220,015	185,410
Total .....	2,040,785	49,371,340	24.19	21,559,825	21,311,731	3,515,794	2,983,990
Arizona .....	112,920	40,440	0.36	16,626	7,765	11,576	4,473
Arkansas .....	147,700	133,177	0.92	49,878	33,504	32,418	19,377
District of Columbia ..	60	177,624	2,960.40	74,845	85,657	8,733	8,389
Idaho .....	84,290	32,610	0.39	13,868	8,768	7,950	2,034
Montana .....	145,310	39,159	0.27	18,539	9,099	9,638	1,883
New Mexico .....	122,460	119,565	0.98	59,161	52,853	5,335	2,716
Utah .....	82,190	143,963	1.75	52,189	47,780	22,320	21,074
Washington .....	66,880	75,116	1.12	33,601	25,712	12,372	3,431
Wyoming .....	97,575	20,789	0.21	9,722	5,217	4,430	1,420
Total .....	859,385	784,443	0.91	328,429	275,855	114,772	65,387
Grand total .....	2,900,170	50,155,783	17.29	21,888,254	21,587,586	3,630,566	3,049,377

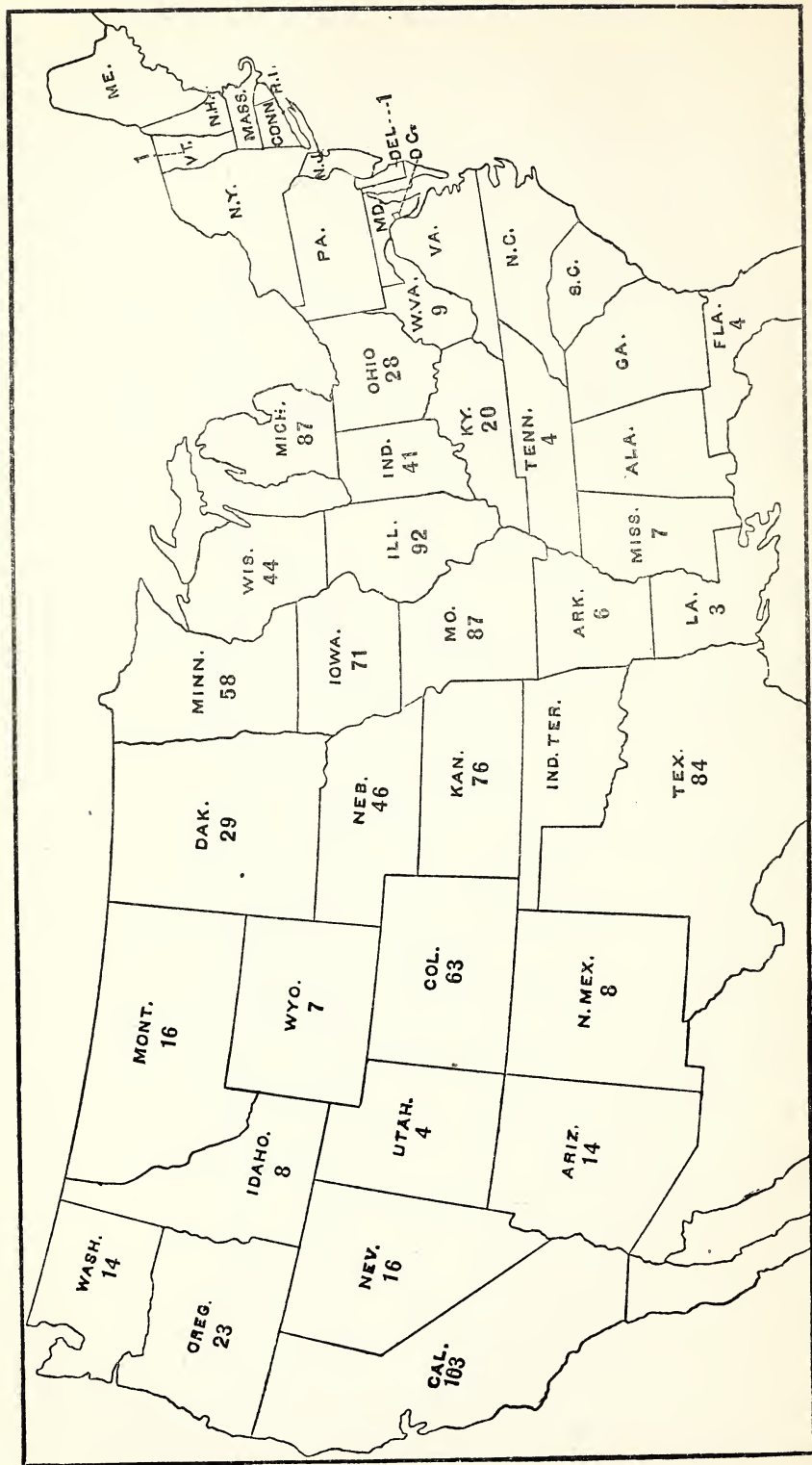


DIAGRAM No. 5.—Excess of white males, in thousands, in certain States and Territories.

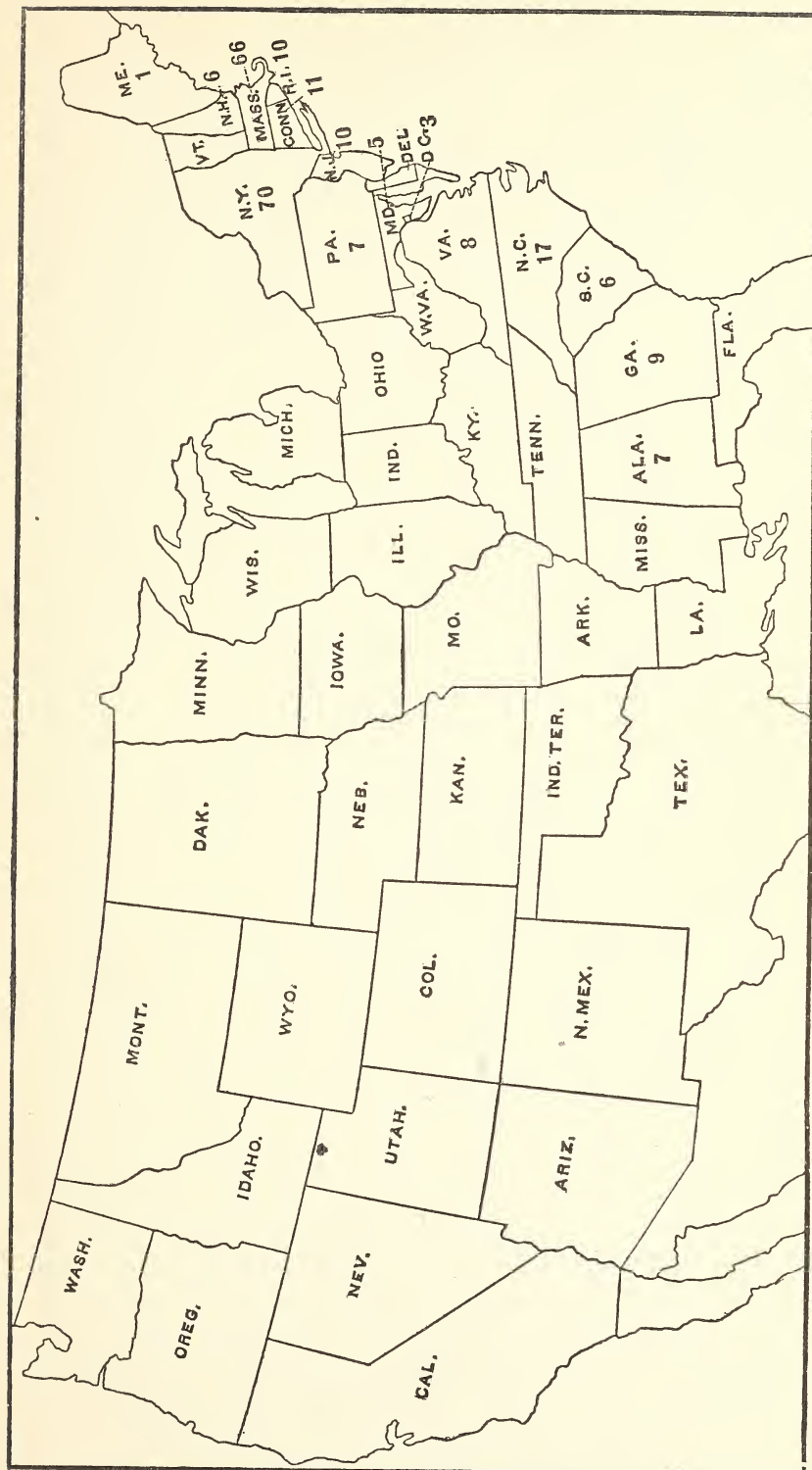


DIAGRAM No. 6. — Excess of white females, in thousands, in certain States.

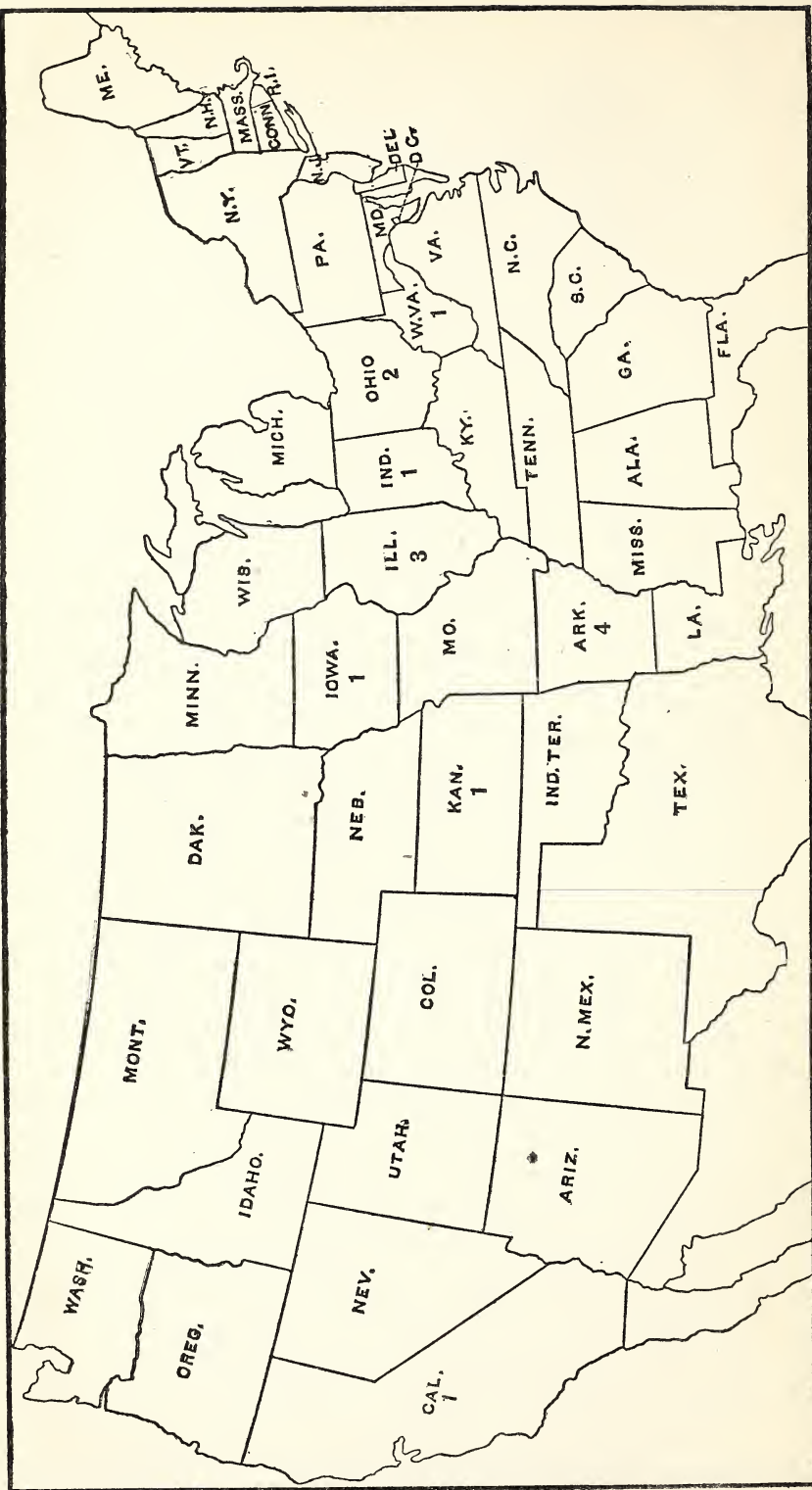


DIAGRAM No. 7.—Excess of colored males, in thousands, in certain States.

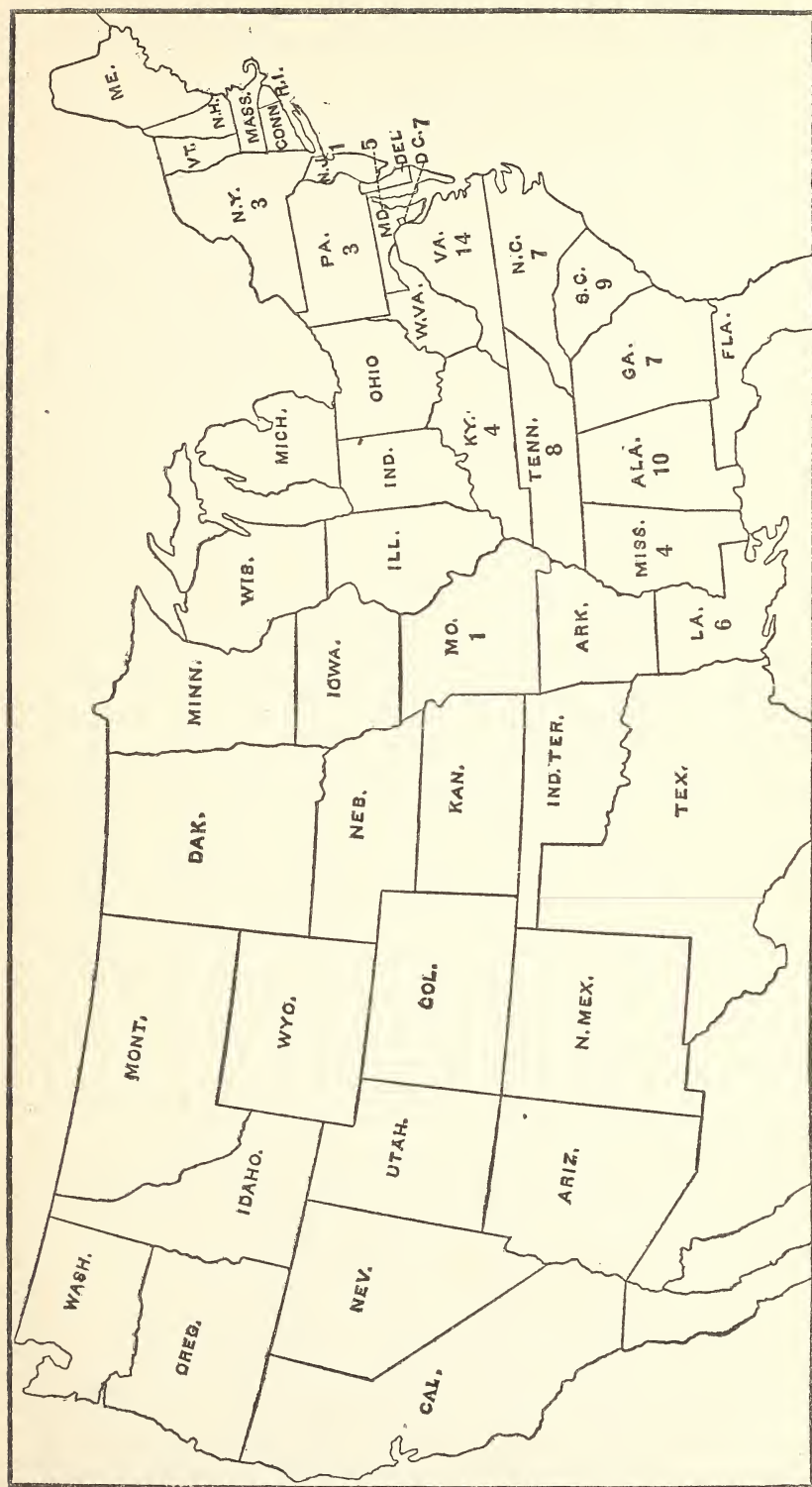


DIAGRAM No. 8.—Excess of colored females, in thousands, in certain States.



TABLE 2, from the Census of 1880, showing the race and sex of the population in the States and Territories.

States and Territories.	Race.							
	White.		Colored.		Chinese and Japanese.		Indians.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Alabama .....	327,517	334,668	295,001	305,102	4	.....	107	106
Arkansas .....	308,706	282,825	107,331	103,335	131	2	111	84
California .....	435,056	332,125	3,467	2,551	71,325	3,893	8,328	7,949
Colorado .....	127,041	64,085	1,433	1,002	593	19	64	90
Connecticut .....	299,980	310,789	5,550	5,997	124	5	128	127
Delaware .....	60,777	59,383	13,327	13,115	1	.....	3	2
Florida .....	73,264	69,341	63,068	63,622	16	2	96	84
Georgia .....	403,744	413,162	359,157	365,976	17	.....	63	61
Illinois .....	1,561,726	1,469,425	24,507	21,861	208	4	82	58
Indiana .....	989,953	948,845	20,267	18,961	29	.....	112	134
Iowa .....	842,694	771,906	5,191	4,325	33	.....	218	248
Kansas .....	514,084	438,071	22,152	20,955	18	1	413	402
Kentucky .....	698,757	678,422	133,798	137,653	9	1	26	24
Louisiana .....	228,974	225,980	238,879	244,776	460	29	441	407
Maine .....	322,973	323,879	765	686	8	.....	312	313
Maryland .....	359,670	365,023	102,505	107,725	5	.....	7	8
Massachusetts .....	848,977	914,805	9,049	9,648	229	8	185	184
Michigan .....	850,795	763,765	7,836	7,264	28	.....	3,696	3,553
Minnesota .....	417,075	359,809	905	659	25	.....	1,144	1,156
Mississippi .....	243,226	236,172	322,959	327,332	51	.....	941	916
Missouri .....	1,054,879	967,947	72,153	73,197	91	.....	64	49
Nebraska .....	247,815	201,949	1,296	1,089	18	.....	112	123
Nevada .....	35,059	18,497	308	180	5,106	313	1,546	1,257
New Hampshire .....	170,137	176,092	341	344	14	.....	34	29
New Jersey .....	540,870	551,147	18,846	20,007	168	4	38	36
New York .....	2,473,121	2,542,901	30,852	34,252	914	12	435	384
North Carolina .....	424,944	442,298	262,363	268,914	1	.....	600	630
Ohio .....	1,572,789	1,545,131	40,962	38,988	112	.....	73	57
Oregon .....	92,935	70,140	270	217	9,348	164	828	866
Pennsylvania .....	2,095,213	2,101,803	41,193	44,342	148	8	101	83
Rhode Island .....	130,014	139,925	2,952	3,536	27	.....	37	40
South Carolina .....	192,544	198,561	297,787	306,545	9	.....	68	63
Tennessee .....	571,603	567,223	197,467	205,684	24	1	183	169
Texas .....	640,439	556,798	196,746	196,638	134	2	521	471
Vermont .....	166,312	164,906	566	491	.....	.....	9	2
Virginia .....	436,611	444,227	308,935	322,681	6	.....	37	48
West Virginia .....	300,992	291,545	13,482	12,404	5	.....	16	13
Wisconsin .....	676,949	632,669	1,521	1,181	14	2	1,585	1,576
Total .....	21,738,215	20,976,264	3,225,187	3,293,185	89,453	4,470	22,764	21,802
Arizona .....	24,556	10,604	104	51	1,601	31	1,941	1,552
Dakota .....	81,176	51,971	225	176	220	18	675	716
District Columbia .....	57,320	60,686	26,238	33,358	15	2	5	.....
Idaho .....	18,440	10,573	39	14	3,256	123	83	82
Montana .....	25,522	9,863	191	155	1,685	80	779	884
New Mexico .....	58,655	50,066	638	377	54	3	5,149	4,623
Utah .....	73,477	68,946	124	108	480	21	428	379
Washington .....	40,513	26,686	209	116	3,161	26	2,090	2,315
Wyoming .....	13,026	6,411	160	138	895	19	71	69
Total .....	392,685	295,806	27,928	34,493	11,367	323	11,221	10,620
Grand total .....	22,130,900	21,272,070	3,253,115	3,327,678	100,820	4,793	33,985	32,422



TABLE 2 FROM THE CENSUS OF 1880.

The second table presented shows the sex and race of the inhabitants in the several States and Territories. The Chinese were found chiefly in California, Oregon, Nevada, Idaho Territory, and Washington Territory. Chinese males exceed Chinese females in number ninety-six thousand, thus proving that their stay in the country is only provisional and temporary and that they can give no "hostages to fortune." The conditions of their stay in the country and of the further admission of Chinese men in such disproportion is a proper subject for national legislation. My report for 1870 contained an article on the Chinese migration to this country, in which the chief peculiarity of that race was said to be their family life. This is doubtless true of the Chinese in China; it certainly is not true of them in this country up to the present time. Industrious, frugal, law abiding families are the best foundations of a state; but the present condition of Chinese immigration is demoralizing to those who come here, destructive of previous economic relations, and profitable only to the few great "companies," who control and employ labor purely for their own benefit, regardless of the misery they entail on others.

The white males exceeded the white females 858,830; much of this excess is occupied in subduing the dangers and difficulties of the Territories and the newer States. In such communities the expenditure of life is as inevitable as in the vicissitudes of war, and the bulk of it must be borne by the more adventurous and stronger sex. Several decades of years must pass before numerical equality of sex is established. If the relation between the two sexes in the colored population be assumed as the natural one for this continent, we find that about one million three hundred and forty thousand white males are available, or growing up to become available, for this special conquest of natural difficulties in our more recent communities. Washington, Oregon, Idaho, Montana, California, Colorado, Arizona, Dakota, Nebraska, Kansas, Minnesota, Michigan, and Texas show where the pioneers now muster thickest. Diagrams Nos. 5-8 display the excess of white and colored males and females in the different parts of the Union in an effective way.

TABLE 3 FROM THE CENSUS OF 1880.

The third table derived from the Census shows some interesting particulars respecting the native population of the country: Sixty-seven per cent. of these natives, forming seventy-seven per cent. of the whole population, lived in the States in which they were born; these 33,882,734 doubtless included most of the children and more than half the women of this country. The other element of the native population comprised 9,593,106 people who had moved from the States of their birth to others. Surely this is a "wandering of the nations" as wonderful as any historian has related. It tends to make the people of one part familiar with other portions of the country, promotes friendships, relationships, ties of business, political harmony and equity, and in a thousand silent ways helps to bind the memories, hopes, affections, and interests of the people together.

The columns showing the "net gain" and "net loss" of the several States and Territories serve as indications of the relative attractions and opportunities afforded by them. Seventeen States and one Territory show a net loss of native stock: their native immigration had not equalled their native emigration. New York, though the most populous of the States, contributed native emigrants to other States to such a degree that her net loss of natives was greater than the whole population of any one of fifteen States. Virginia was the next largest net loser of her native stock to the population of other States, but Ohio and Pennsylvania contributed absolutely more than Virginia to the native settlers of other Commonwealths. Kentucky, Tennessee, and North Carolina also contributed heavily to the populations of other States. Among the New England States, Rhode Island had gained slightly, Massachusetts had lost a few thousands, and the others had lost many thousands. Yet, by comparing the column of foreign-born residents in Table 1 with the column of net native loss in this table, we see that in many cases the loss of natives was more than made up by the incoming of foreigners. Thus, New York had 1,211,000 foreigners; Pennsylvania, 587,000; Massachusetts, 443,000; and Connecticut, 130,000.

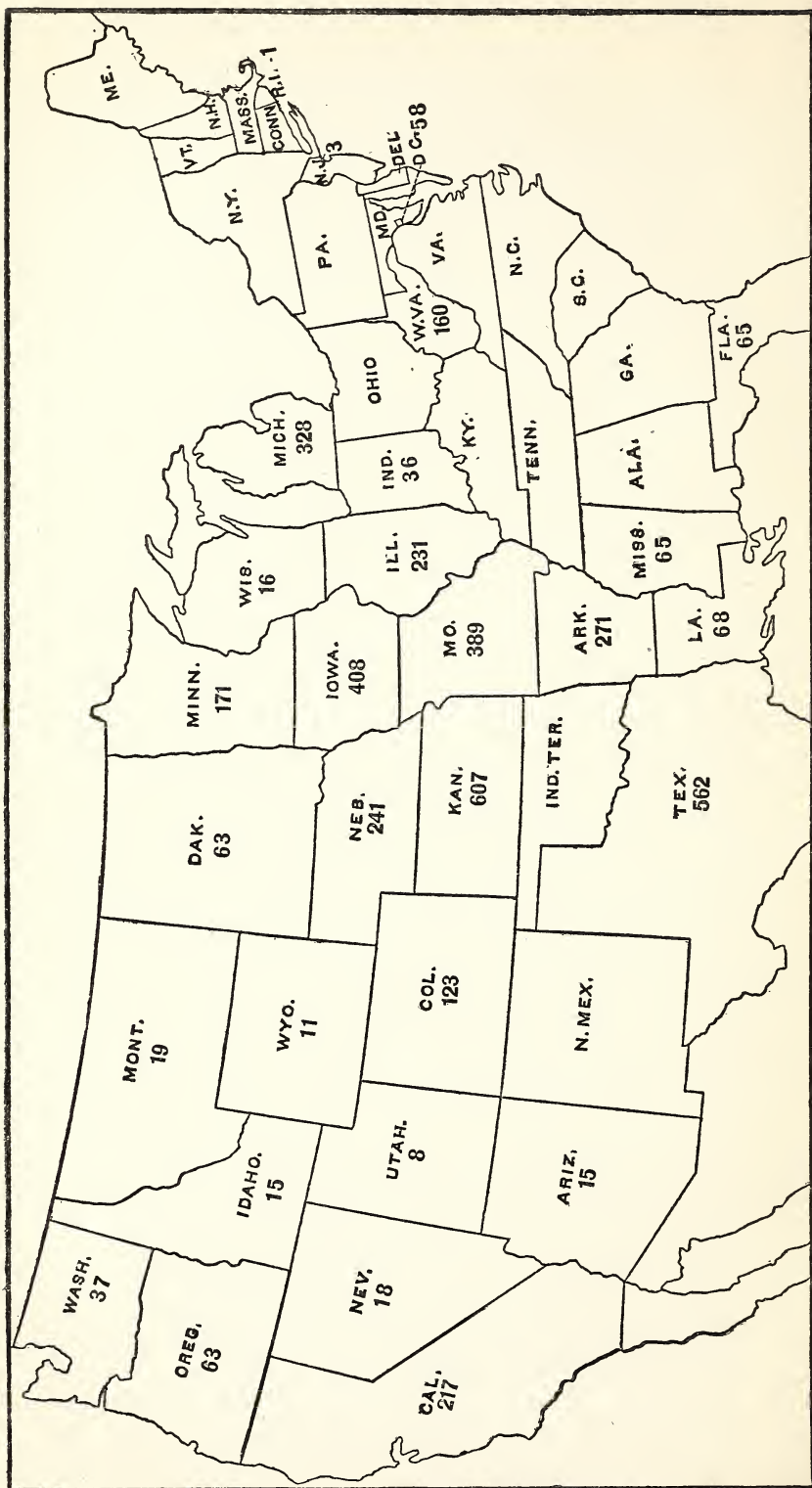


DIAGRAM No. 9.—Net gain, in thousands, of native inhabitants by the States and Territories.

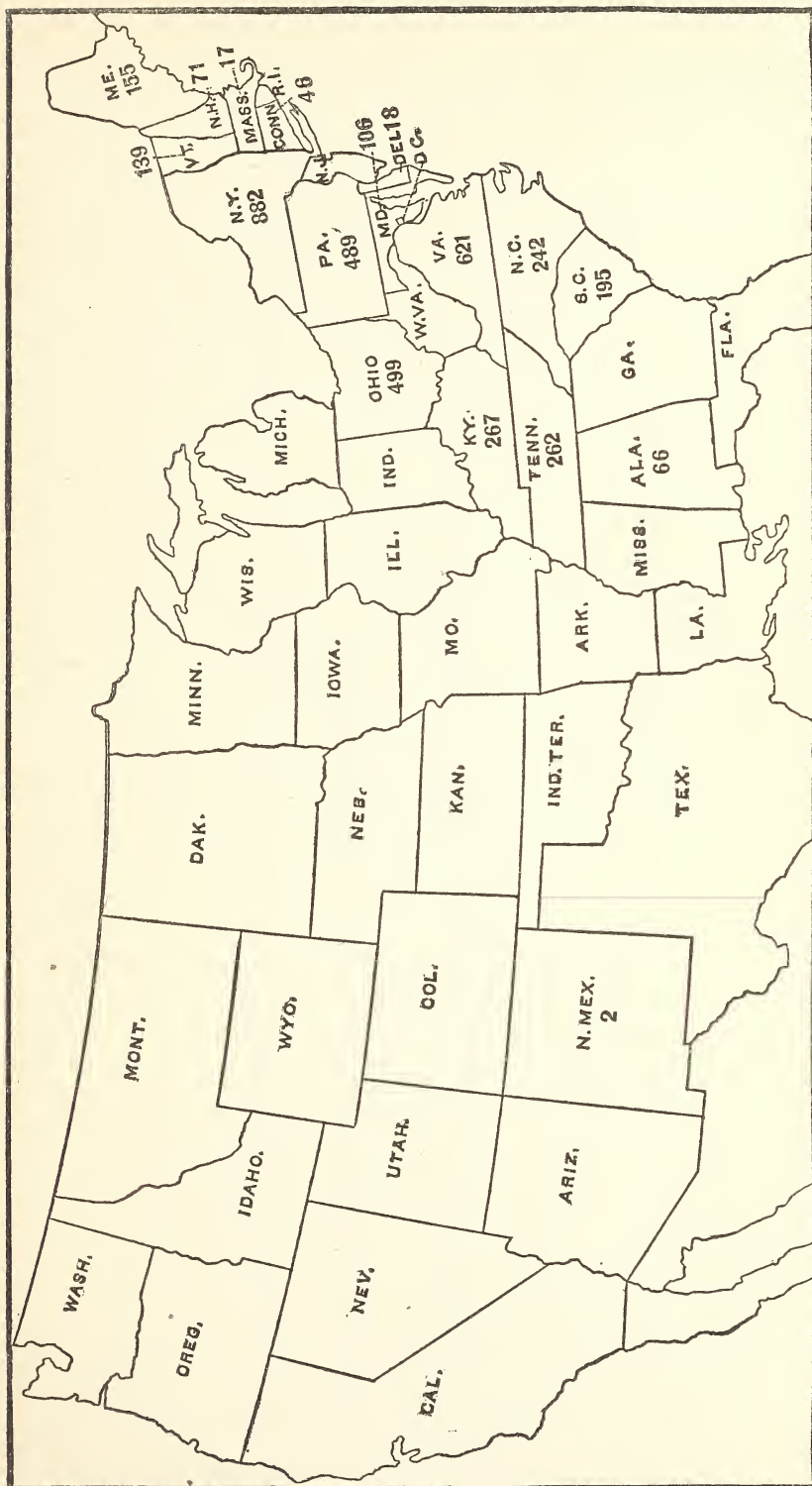


DIAGRAM No. 10. --Net loss, in thousands, of native inhabitants by the States and Territories.

## XXIV REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE 3, derived from the Census of 1880,<sup>1</sup> showing the movement of the native population of the States and Territories and the net gain or loss resulting to each thereby.

States and Territories.	Number of natives—				
	Born in the State and living in it.	Living in the State, who were born elsewhere.	Born in the State, but living in other States.	Net gain.	Net loss.
Alabama .....	1, 014, 633	238, 138	304, 556	.....	66, 418
Arkansas .....	436, 677	355, 498	84, 063	271, 435	.....
California .....	326, 000	245, 820	29, 157	216, 663	.....
Colorado .....	26, 363	128, 174	5, 464	122, 710	.....
Connecticut .....	398, 211	94, 497	140, 621	.....	46, 124
Delaware .....	110, 643	26, 497	44, 874	.....	18, 377
Florida .....	173, 481	86, 103	21, 037	65, 066	.....
Georgia .....	1, 395, 214	136, 402	323, 854	.....	187, 452
Illinois .....	1, 709, 520	784, 775	553, 889	230, 886	.....
Indiana .....	1, 354, 565	479, 558	443, 925	35, 633	.....
Iowa .....	737, 306	625, 659	217, 389	408, 270	.....
Kansas .....	233, 066	652, 944	46, 085	606, 859	.....
Kentucky .....	1, 402, 112	187, 061	454, 198	.....	267, 137
Louisiana .....	728, 322	157, 478	89, 170	68, 308	.....
Maine .....	563, 015	27, 038	182, 257	.....	155, 219
Maryland .....	762, 641	89, 496	195, 500	.....	106, 004
Massachusetts .....	1, 088, 565	251, 029	267, 730	.....	16, 701
Michigan .....	803, 306	445, 123	117, 355	327, 768	.....
Minnesota .....	302, 371	210, 726	39, 379	171, 347	.....
Mississippi .....	863, 185	259, 203	193, 808	65, 395	.....
Missouri .....	1, 268, 641	688, 161	298, 643	389, 518	.....
Nebraska .....	95, 790	259, 198	17, 688	241, 510	.....
Nevada .....	13, 732	22, 881	4, 524	18, 357	.....
New Hampshire .....	242, 757	57, 940	128, 505	.....	70, 565
New Jersey .....	725, 614	183, 802	180, 391	3, 411	.....
New York .....	3, 556, 394	315, 098	1, 197, 153	.....	882, 055
North Carolina .....	1, 344, 553	51, 455	293, 505	.....	242, 050
Ohio .....	2, 361, 437	441, 682	941, 219	.....	499, 537
Oregon .....	67, 942	76, 323	13, 666	62, 657	.....
Pennsylvania .....	3, 385, 693	309, 369	798, 487	.....	489, 118
Rhode Island .....	152, 487	50, 051	49, 235	816	.....
South Carolina .....	952, 395	35, 496	230, 916	.....	195, 420
Tennessee .....	1, 313, 552	212, 105	473, 952	.....	261, 847
Texas .....	870, 705	606, 428	44, 315	562, 113	.....
Vermont .....	251, 780	39, 547	178, 261	.....	138, 714
Virginia .....	1, 435, 124	62, 745	683, 336	.....	620, 591
West Virginia .....	397, 267	202, 925	42, 946	159, 979	.....
Wisconsin .....	693, 177	216, 895	200, 768	16, 127	.....
Arizona .....	8, 166	16, 225	923	15, 302	.....
Dakota .....	17, 796	65, 586	2, 844	62, 742	.....
District of Columbia .....	80, 702	79, 800	21, 726	58, 074	.....
Idaho .....	5, 992	16, 644	1, 761	14, 883	.....
Montana .....	7, 225	20, 413	1, 462	18, 951	.....
New Mexico .....	101, 046	10, 468	12, 742	.....	2, 274
Utah .....	81, 716	18, 253	10, 414	7, 839	.....
Washington .....	19, 359	39, 954	3, 066	36, 888	.....
Wyoming .....	2, 496	12, 443	1, 595	10, 848	.....
Unclassified .....	.....	.....	4, 752	.....	4, 752
	33, 882, 734	9, 593, 106	9, 593, 106	4, 270, 355	4, 270, 355

<sup>1</sup>All the figures except those in the first column having been computed in the Bureau of Education.



TABLE 4 FROM THE CENSUS OF 1880.

The distribution of the Chinese has been sufficiently shown in Table 2. A slight examination of the fourth table derived from the last census shows that immigrants from the German Empire exceeded other classes of foreigners in sixteen States: Illinois, Ohio, Wisconsin, Missouri, Iowa, Indiana, Maryland, Nebraska, Kentucky, Kansas, Louisiana, Virginia, West Virginia, Arkansas, Alabama, and South Carolina. Immigrants from Ireland were more numerous than foreigners from any other country in ten States—New York, Pennsylvania, Massachusetts, New Jersey, Connecticut, Rhode Island, Tennessee, Delaware, Georgia, and Mississippi—as well as in the District of Columbia. Great Britain sent the most foreign immigrants to North Carolina, Utah, Colorado, and Wyoming. The British American possessions sent the greatest number of foreign residents in Michigan, Maine, New Hampshire, Vermont, and Montana. Scandinavians were the chief foreign element in the population of Minnesota and Dakota. Mexico contributed most to the foreigners living in Texas, Arizona, and New Mexico; and Florida received more foreigners from Cuba and other West Indian islands than from any other source. Attention is invited to diagram No. 12, in connection with this table.

The number of foreign-born residents from the German Empire increased in ten years from 1,690,533 to 1,966,742; those from Great Britain, from 766,292 to 917,598; British-American immigrants, from 493,464 to 717,157; and Scandinavian immigrants, from 241,685 to 440,262. The immigrants from Ireland numbered 1,855,827 in 1870 and 1,854,571 in 1880, a decrease of 1,256. The preponderance of Celtic methods and ideas in our immigrant population is therefore at an end, at least for the present; the German, Scandinavian, and British elements will exert an ever-increasing Teutonic influence, and will form a strong, sensible, and steady influence to counterbalance the volatile and brilliant qualities of the Irish blood. The approaching railroad connections with Mexico will doubtless encourage an exchange of population with that country along our southwestern border. Whether this will be advantageous or not cannot be foretold at the present time. Certainly, the sluggishness of the native population in New Mexico in becoming American in feeling or action is not encouraging for the future of the lands that they and their congeners across the border have occupied.

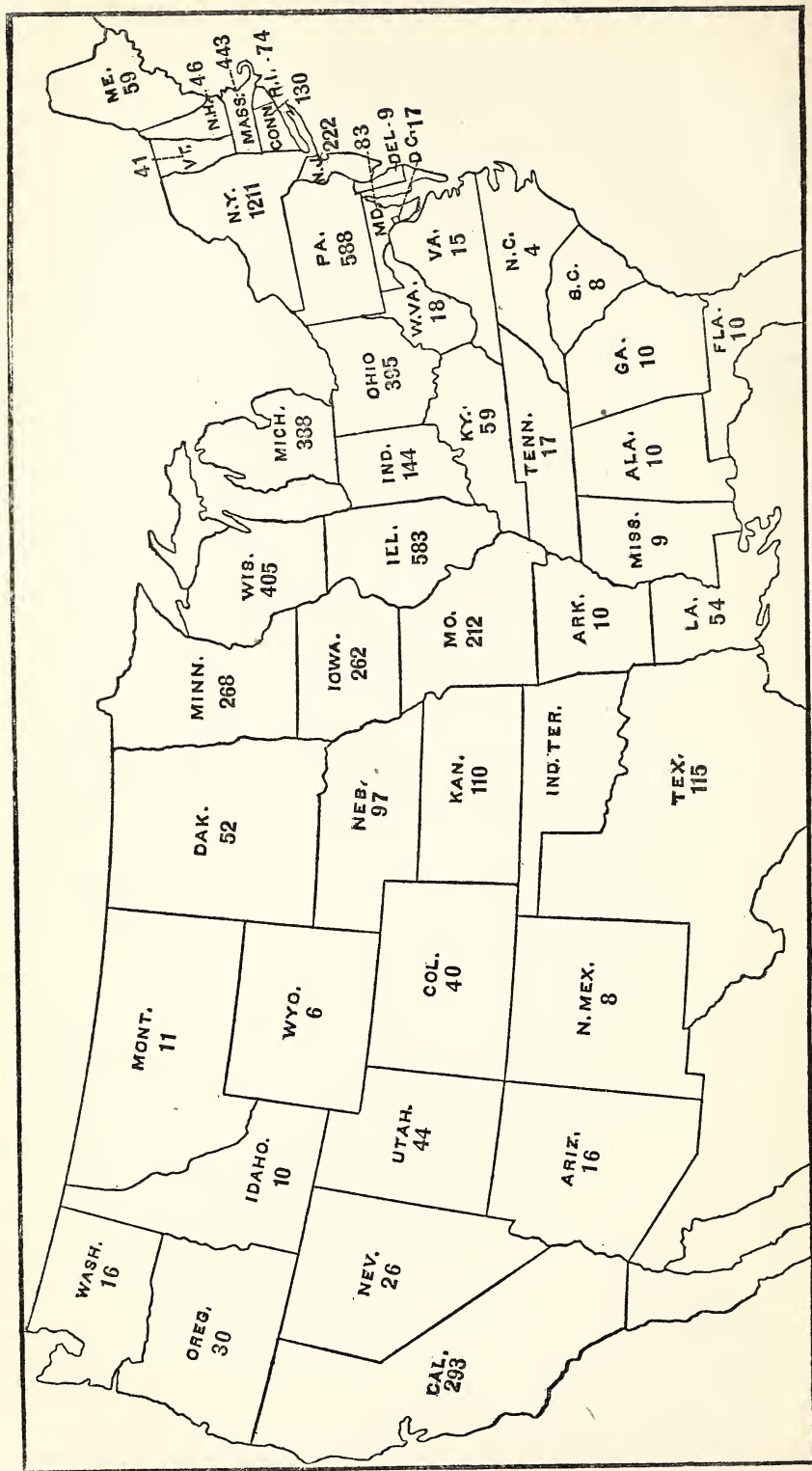


DIAGRAM No. 11. — Number of foreign-born inhabitants, in thousands, in the States and Territories.



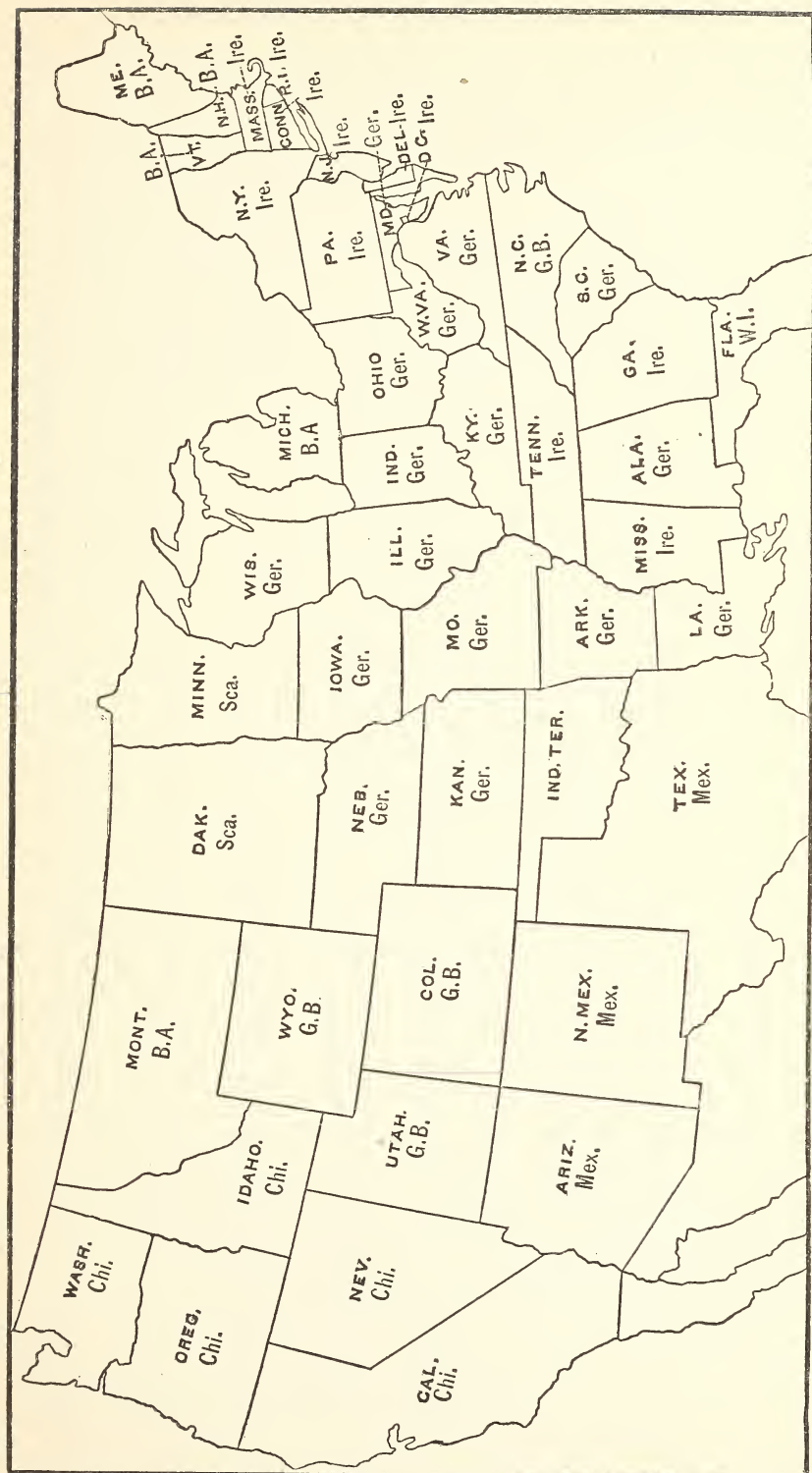


DIAGRAM No. 12.—Foreigners most numerous in each State and Territory.

B.A.—British Americans.

G.B.—English, Scotch, and Welsh.

Chi.—Chinese.

Ger.—Germans.

Sca.—Swedes, Norwegians, and Danes.

Mex.—Mexicans.

W.I.—West Indians.

## XXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE 4, derived from the Census of 1880, showing the number of inhabitants in the States and Territories born in specified foreign countries.

[Columns marked with an \* have been computed by the Bureau of Education.]

States and Territories.	Number of inhabitants born in —				
	German Empire.	Ireland.	Great Britain.	British America.	Sweden, Norway, and Denmark.
Alabama .....	3,238	2,966	* 1,441	271	* 212
Arkansas.....	3,620	2,432	1,505	787	342
California.....	42,532	62,962	33,097	18,889	9,722
Colorado.....	7,012	8,263	11,684	5,785	3,033
Connecticut.....	15,627	70,638	20,045	16,444	2,682
Delaware.....	1,179	5,791	1,770	246	113
Florida.....	978	652	1,113	446	569
Georgia .....	2,956	4,148	1,612	348	214
Illinois.....	235,786	117,343	75,859	34,043	65,414
Indiana.....	80,756	25,741	14,767	5,569	3,886
Iowa.....	88,268	44,061	32,526	21,097	46,046
Kansas.....	28,034	14,993	20,059	12,536	14,403
Kentucky.....	30,413	18,256	5,481	1,070	189
Louisiana.....	17,475	13,807	3,320	726	633
Maine.....	688	13,421	5,401	37,114	1,360
Maryland.....	45,481	21,865	8,813	988	413
Massachusetts.....	16,872	226,700	60,732	119,302	5,971
Michigan.....	89,085	43,413	54,827	148,866	16,445
Minnesota.....	66,592	25,942	12,609	29,631	107,768
Mississippi.....	2,556	2,753	1,367	309	457
Missouri.....	106,800	48,898	21,249	8,685	4,517
Nebraska.....	31,125	10,133	11,080	8,622	16,685
Nevada.....	2,213	5,191	5,147	3,147	786
New Hampshire.....	789	13,052	4,631	27,142	240
New Jersey.....	64,935	93,079	39,803	3,536	3,115
New York.....	355,913	499,445	151,914	84,182	16,494
North Carolina.....	950	611	1,163	425	92
Ohio.....	192,597	78,927	64,340	16,146	2,006
Oregon.....	5,034	3,659	4,254	3,019	1,942
Pennsylvania.....	168,426	236,505	130,360	12,376	8,901
Rhode Island.....	1,966	35,281	15,709	18,306	887
South Carolina.....	2,846	2,626	1,038	141	128
Tennessee.....	3,983	5,975	2,792	545	374
Texas.....	35,347	8,103	8,434	2,472	2,662
Vermont.....	396	11,657	3,777	24,620	113
Virginia.....	3,759	4,835	3,815	585	138
West Virginia.....	7,029	6,459	3,044	295	62
Wisconsin.....	184,328	41,907	36,150	28,965	66,284
Arizona.....	1,110	1,296	1,016	571	232
Dakota.....	5,925	4,104	3,456	10,678	17,869
District of Columbia.....	5,055	7,840	2,200	452	115
Idaho.....	750	981	2,497	584	1,185
Montana.....	1,705	2,408	1,821	2,481	644
New Mexico.....	729	795	477	280	79
Utah.....	885	1,321	25,258	1,036	12,755
Washington.....	2,198	2,243	2,478	2,857	1,524
Wyoming.....	801	1,093	1,667	542	511
	1,966,742	1,854,571	917,598	717,157	440,262

TABLES 5 AND 6 FROM THE CENSUS OF 1880.

The fifth table from the Census shows the age, by single years, of the minor population in each State and Territory and in the whole Union.<sup>a</sup> General Walker and Colonel Seaton have wisely reported in this way, for the first time in our statistical history, the age of the population under eighty years. Educators will see at a glance how important this is for their calculations and how useful in their labors.

The sixth table from the Census of 1880 divides the minor population of the States and Territories in two ways, first, distinguishing those of legal school age, according to the law in each State, from those above and below that age; and, secondly, the number between six and fifteen years old (both ages inclusive) from the number younger than six and the number sixteen or older. The minors of legal school age in the Union were 16,265,089, those under legal school age numbered 7,780,150, and those over legal school age were 1,189,107. The number between six and fifteen, inclusive, was 11,771,437, or 4,493,652 less than the number of legal school age.<sup>1</sup>

TABLE 5, from the Census of 1880, showing the minor population of the United States in 1880.

Years of age.	Alabama.	Arkansas.	California.	Colorado.	Connecticut.	Delaware.	Florida.	Georgia.
Under 1 .....	44,275	31,656	18,788	4,010	12,879	3,867	8,913	53,378
1 .....	37,845	25,744	16,830	3,448	11,359	3,248	7,433	48,060
2 .....	44,504	29,416	19,623	3,923	13,083	3,765	9,190	54,800
3 .....	43,071	27,834	19,222	3,998	12,575	3,660	8,851	51,018
4 .....	44,504	27,800	18,963	3,921	12,975	3,795	9,461	54,329
5 .....	42,302	28,072	18,511	3,656	12,936	3,694	8,811	50,539
6 .....	42,249	27,727	18,800	3,651	12,942	3,647	9,116	53,036
7 .....	39,318	25,480	17,851	3,304	12,617	3,429	7,968	45,642
8 .....	40,438	25,041	18,163	3,348	12,372	3,392	8,393	48,515
9 .....	32,219	21,879	16,881	2,848	11,659	3,255	6,707	39,033
10 .....	38,216	24,120	18,107	3,129	12,295	3,481	8,184	46,428
11 .....	25,982	18,263	15,434	2,497	11,192	2,877	5,390	32,420
12 .....	35,646	22,003	16,811	2,888	12,525	3,553	7,515	43,888
13 .....	27,082	17,478	15,026	2,384	11,504	3,108	5,832	33,428
14 .....	27,892	16,084	15,431	2,309	11,946	3,229	6,054	34,495
15 .....	23,248	13,030	14,661	2,015	11,046	2,890	4,800	27,918
16 .....	24,707	13,865	15,607	2,197	11,222	3,117	5,282	30,400
17 .....	22,029	13,033	15,110	2,146	11,256	2,998	4,393	25,823
18 .....	31,846	18,357	17,910	3,128	12,832	3,395	6,335	37,240
19 .....	22,938	14,917	17,068	3,621	12,534	3,109	4,768	28,321
20 .....	31,173	17,575	20,072	4,633	13,033	3,404	6,487	39,074
Total .....	721,489	459,374	364,869	67,054	256,782	70,918	149,883	877,775

<sup>1</sup> In forming the second column of the sixth table, I could not follow the census authorities in considering the period between five and eighteen years of age as the best school age, because I do not share that opinion, nor do the laws of the States generally adopt those limits for their school ages. The period between the sixth and the sixteenth years (six to fifteen, both included, or six to sixteen, as usually expressed) is the time that a majority of school authorities believe, on the whole, best adapted for public school work, and I have accordingly computed the numbers between those ages and inserted them in the fifth column of the table.

TABLE 5, from the Census of 1880, showing the minor population, &amp;c.—Continued.

Years of age.	Illinois.	Indiana.	Iowa.	Kansas.	Kentucky.	Louisiana.	Maine.	Maryland.
Under 1 .....	87,859	55,353	48,025	32,547	52,982	30,946	12,812	26,327
1.....	75,595	48,075	42,674	27,525	44,228	25,315	11,991	21,743
2.....	86,011	52,008	46,227	30,427	52,158	32,888	13,205	25,364
3.....	82,806	49,564	46,636	30,676	48,874	30,749	13,114	24,688
4.....	84,043	52,633	46,548	30,529	50,105	31,185	13,265	24,827
5.....	81,450	50,889	44,372	29,680	48,525	28,739	13,094	24,002
6.....	82,576	53,480	43,206	29,382	51,955	29,982	13,144	24,777
7.....	76,671	49,604	42,466	27,731	46,424	28,138	12,730	23,070
8.....	78,093	51,363	42,767	27,496	47,352	29,043	13,279	23,214
9.....	73,452	47,237	40,053	25,806	42,589	23,891	12,633	21,562
10.....	79,220	51,811	42,906	26,980	46,841	27,955	13,385	23,658
11.....	69,022	45,931	37,746	23,545	37,472	18,820	12,214	19,359
12.....	77,473	52,488	41,204	25,535	45,490	25,794	13,537	23,033
13.....	68,679	47,032	37,633	22,944	38,975	20,031	13,034	19,878
14.....	68,557	45,275	36,810	21,460	38,602	19,386	12,801	20,805
15.....	60,481	40,166	32,520	17,853	33,180	16,896	12,207	18,349
16.....	64,228	42,610	34,101	18,913	35,967	16,817	12,351	19,501
17.....	63,751	42,716	34,326	18,704	33,083	14,661	12,447	18,204
18.....	73,967	48,857	38,686	21,189	39,541	19,635	13,787	20,819
19.....	66,710	44,746	35,276	19,651	34,322	16,368	12,955	18,970
20.....	70,955	44,866	36,528	19,682	36,238	21,368	13,331	20,983
Total.....	1,571,599	1,016,704	850,710	528,255	904,903	508,607	271,316	463,138

Years of age.	Massachusetts.	Michigan.	Minnesota.	Mississippi.	Missouri.	Nebraska.	Nevada.	New Hampshire.
Under 1 .....	37,587	42,585	24,824	40,754	65,120	15,665	1,311	6,141
1.....	33,051	38,788	22,150	33,646	54,999	13,539	1,130	5,690
2.....	36,424	42,216	23,352	41,265	65,253	14,299	1,318	6,224
3.....	35,989	41,774	23,722	40,041	63,237	14,504	1,278	6,228
4.....	36,256	42,487	23,161	40,170	62,314	14,149	1,260	6,290
5.....	36,554	40,883	22,315	39,893	62,346	13,537	1,215	6,151
6.....	35,380	40,283	21,698	39,607	63,729	12,932	1,172	6,254
7.....	34,624	37,842	20,529	36,061	58,848	12,361	981	6,002
8.....	32,948	37,487	20,522	36,786	59,266	11,991	1,049	6,096
9.....	32,089	35,906	18,523	29,681	55,637	11,154	886	5,727
10.....	33,873	38,830	19,710	35,074	60,065	11,772	963	6,122
11.....	30,338	34,410	16,884	23,860	50,583	9,693	828	5,878
12.....	33,593	37,289	18,161	32,349	57,706	10,527	796	6,402
13.....	31,043	34,097	16,865	25,372	50,772	9,117	759	6,187
14.....	32,578	33,732	16,162	25,388	49,693	8,862	704	6,080
15.....	30,817	29,523	14,708	21,140	42,542	7,358	684	5,980
16.....	31,825	32,412	15,801	22,345	46,369	7,982	693	6,061
17.....	31,864	31,683	15,697	18,580	43,954	7,872	614	6,180
18.....	36,626	35,139	17,571	26,646	52,571	9,087	905	7,098
19.....	36,463	34,242	16,412	19,840	46,977	8,786	916	6,736
20.....	39,453	35,317	17,470	26,233	49,410	8,867	1,199	7,310
Total.....	719,375	776,930	406,237	654,731	1,161,391	234,054	20,661	130,837



TABLE 5, from the Census of 1880, showing the minor population, &amp;c.—Continued.

Years of age.	New Jersey.	New York.	North Carolina.	Ohio.	Oregon.	Pennsylvania.	Rhode Island.	South Carolina.
Under 1.....	28,192	115,847	47,893	81,137	4,777	115,804	6,132	34,985
1.....	24,348	99,680	44,468	73,554	4,194	103,122	5,402	32,038
2.....	27,546	115,909	48,520	82,738	4,690	112,510	5,914	36,299
3.....	27,172	113,819	45,685	81,269	4,779	109,873	5,524	34,031
4.....	27,453	113,865	46,551	83,729	4,476	110,865	5,613	36,198
5.....	27,339	113,761	43,395	80,212	4,462	108,225	5,904	33,320
6.....	27,129	111,962	46,130	82,620	4,462	111,572	5,550	34,629
7.....	26,513	109,496	40,572	77,830	4,173	105,631	5,586	30,127
8.....	25,453	106,119	41,062	78,958	4,229	103,519	5,241	31,591
9.....	24,370	101,085	35,523	73,648	3,961	98,555	5,204	24,903
10.....	25,749	108,531	39,441	78,584	4,155	104,309	5,422	30,639
11.....	22,435	96,358	29,914	69,928	3,644	90,565	4,953	19,732
12.....	25,359	106,099	38,227	77,705	3,975	101,235	5,488	28,618
13.....	22,972	97,871	31,032	70,928	3,553	92,653	5,167	21,289
14.....	23,909	101,749	29,676	70,288	3,657	91,938	5,088	21,903
15.....	21,309	90,739	25,405	61,399	3,199	82,439	4,729	18,848
16.....	22,252	97,688	26,570	64,415	3,515	85,121	4,866	19,385
17.....	21,627	96,460	25,217	64,763	3,043	84,624	4,946	15,639
18.....	23,879	106,959	34,404	73,786	3,825	92,596	5,710	22,735
19.....	22,517	102,092	27,071	68,634	3,565	87,248	5,534	16,996
20.....	23,926	108,675	32,263	69,490	3,957	90,372	5,815	25,025
Total .....	521,459	2,214,664	779,019	1,563,615	84,291	2,082,776	113,788	568,930

Years of age.	Tennessee.	Texas.	Vermont.	Virginia.	West Virginia.	Wisconsin.	Arizona.	Dakota.
Under 1.....	53,591	60,566	6,760	48,801	21,131	37,544	733	4,299
1.....	46,662	48,945	6,379	43,146	18,831	32,996	669	3,737
2.....	51,802	58,871	7,001	48,493	20,422	37,434	886	4,052
3.....	48,411	55,071	6,917	47,386	19,515	36,248	846	3,862
4.....	49,527	56,570	7,034	46,861	19,411	37,071	808	3,771
5.....	46,861	53,887	6,928	46,863	18,406	35,725	727	3,608
6.....	50,594	52,142	6,987	46,254	19,475	35,005	734	3,358
7.....	45,902	46,778	6,790	42,872	17,836	33,066	754	3,006
8.....	45,913	53,109	6,855	44,387	18,148	33,430	764	2,985
9.....	40,966	41,614	6,583	38,468	16,695	31,266	597	2,650
10.....	44,920	46,464	6,957	44,302	17,793	33,720	776	2,700
11.....	35,340	35,391	6,484	32,466	14,801	29,545	454	2,269
12.....	43,509	40,933	6,875	42,884	17,115	31,721	618	2,445
13.....	36,075	34,025	6,801	33,800	14,971	29,352	368	2,187
14.....	35,240	33,961	6,466	33,705	14,729	29,209	562	2,023
15.....	29,128	26,070	6,075	29,130	11,977	26,518	511	1,738
16.....	31,480	27,565	6,199	29,890	12,154	28,721	548	1,892
17.....	29,773	26,986	6,270	25,553	12,298	28,600	511	1,988
18.....	37,511	36,506	6,790	33,496	13,750	31,294	739	2,201
19.....	30,112	29,716	6,403	28,241	12,861	27,970	662	2,098
20.....	34,790	36,727	6,598	32,731	12,558	28,984	973	2,534
Total .....	868,107	901,897	140,152	819,729	344,877	675,419	14,240	59,463



TABLE 5, from the Census of 1880, showing the minor population, &amp;c.—Continued.

Years of age.	District of Columbia.	Idaho.	Montana.	New Mexico.	Utah.	Washington.	Wyoming.	The Union.
Under 1.....	4,624	895	844	3,597	5,551	2,143	533	1,447,983
1.....	3,370	773	717	2,354	5,009	1,999	452	1,256,956
2.....	4,153	865	808	3,440	5,290	2,107	493	1,427,086
3.....	4,219	852	777	3,520	4,837	2,051	501	1,381,274
4.....	4,269	799	764	3,238	4,904	2,010	455	1,401,217
5.....	4,190	763	742	3,265	4,549	1,972	436	1,357,706
6.....	4,150	739	705	3,175	4,538	1,851	402	1,374,878
7.....	4,121	682	658	3,093	4,037	1,797	381	1,281,392
8.....	3,940	676	595	3,266	4,242	1,856	337	1,295,094
9.....	3,681	561	560	2,651	3,812	1,610	320	1,170,590
10.....	3,952	647	520	3,332	4,091	1,757	307	1,282,253
11.....	3,427	528	504	2,222	3,374	1,440	245	1,056,657
12.....	3,965	585	493	3,268	3,695	1,648	248	1,232,949
13.....	3,541	482	430	2,345	3,197	1,372	212	1,072,883
14.....	3,490	533	381	2,468	3,501	1,400	233	1,070,444
15.....	3,214	430	331	2,566	3,112	1,237	176	934,297
16.....	3,122	434	389	2,416	3,043	1,321	239	987,598
17.....	2,904	434	388	1,628	2,872	1,160	218	949,026
18.....	3,387	498	534	2,816	2,837	1,383	329	1,131,132
19.....	3,481	523	533	1,904	2,864	1,337	354	1,009,362
20.....	3,936	600	794	3,175	2,969	1,498	513	1,113,509
Total.....	79,166	13,299	12,467	59,739	82,324	34,949	7,384	25,234,346

TABLE 6, derived from the Census of 1880, showing the number of minors of legal school age, the number between six and sixteen years old, the numbers older and younger, and the difference between the school population and the population between six and sixteen; computed by the Bureau of Education.

States.	Under legal school age.	Of legal school age.	Over legal school age.	Under 6 years old.	Between 6 and 16.	Over 16 years old.	Surplus of school population over number between 6 and 16 years.
Alabama.....	298,750	422,739	.....	256,501	332,290	132,698	90,449
Arkansas.....	170,522	288,852	.....	170,522	211,105	77,747	77,747
California.....	93,426	201,263	70,160	111,937	167,165	85,767	34,118
Colorado.....	22,956	44,098	.....	22,956	28,373	15,725	15,725
Connecticut.....	49,896	146,009	60,877	75,807	120,098	60,877	25,911
Delaware.....	22,029	48,889	.....	22,029	32,866	16,023	16,023
Florida.....	34,387	115,496	.....	52,659	69,959	27,265	45,537
Georgia.....	312,124	461,016	104,635	312,124	404,793	160,858	56,223
Illinois.....	497,764	1,073,835	.....	497,764	734,224	339,611	339,611
Indiana.....	308,582	708,182	.....	308,522	484,387	223,795	223,795
Iowa.....	230,110	620,600	.....	274,482	397,311	178,917	223,289
Kansas.....	151,704	376,551	.....	181,384	248,732	98,139	127,819
Kentucky.....	226,872	548,522	59,509	296,872	428,880	179,151	119,642
Louisiana.....	179,822	271,414	57,371	179,822	239,936	88,849	31,478

TABLE 6, derived from the Census of 1880, showing the number of minors, &amp;c.—Continued.

States and Terri- tories.	Under legal school age.	Of legal school age.	Over legal school age.	Under 6 years old.	Between 6 and 16.	Over 16 years old.	Surplus of school population over number between 6 and 16 years.
Maine .....	51,122	220,194	.....	77,481	128,964	64,871	91,230
Maryland .....	122,954	319,201	20,983	146,956	217,705	98,477	101,496
Massachusetts .....	179,307	333,020	207,048	215,861	327,283	176,231	5,787
Michigan .....	207,850	533,763	35,317	248,733	359,404	168,793	174,359
Minnesota .....	117,209	289,028	.....	139,524	183,762	82,951	105,266
Mississippi .....	195,876	458,855	.....	235,769	305,318	113,644	153,537
Missouri .....	373,269	738,712	49,410	373,269	548,841	239,281	189,871
Nebraska .....	72,156	161,898	.....	85,693	105,767	42,594	56,131
Nevada .....	7,512	10,129	3,020	7,512	8,822	4,327	1,307
New Hampshire .....	30,573	60,899	39,365	36,724	60,728	33,385	171
New Jersey .....	134,716	316,421	70,322	162,055	245,203	114,201	71,218
New York .....	559,020	1,655,644	.....	672,781	1,030,009	511,874	625,635
North Carolina .....	276,512	502,507	.....	276,512	356,982	145,525	145,525
Ohio .....	485,639	1,082,976	.....	485,639	741,888	341,088	341,088
Oregon .....	18,440	61,894	3,957	27,378	39,008	17,905	22,886
Pennsylvania .....	660,399	1,422,377	.....	660,399	982,416	439,961	439,961
Rhode Island .....	28,585	58,332	26,871	34,489	52,428	26,871	5,904
South Carolina .....	206,871	262,279	99,780	206,871	262,279	99,780	.....
Tennessee .....	296,854	571,253	.....	296,854	407,587	163,666	163,666
Texas .....	432,830	251,536	217,531	333,910	410,487	157,500	158,951
Vermont .....	34,091	99,463	6,598	41,019	66,873	32,260	32,590
Virginia .....	234,687	585,042	.....	281,550	388,268	149,911	196,774
West Virginia .....	117,716	227,161	.....	117,716	163,540	63,621	63,621
Wisconsin .....	144,222	502,213	28,984	217,018	312,832	145,569	189,381
Total .....	7,657,294	16,052,283	1,161,738	8,145,094	11,606,513	5,119,708	4,445,770
Arizona .....	4,669	9,571	.....	4,669	6,138	3,433	3,333
Dakota .....	19,721	39,742	.....	23,329	25,421	10,713	14,321
District of Columbia .....	24,825	43,537	10,804	24,825	37,511	16,830	6,026
Idaho .....	4,184	9,115	.....	4,947	5,863	2,489	3,252
Montana .....	3,146	9,321	.....	4,652	5,177	2,638	4,144
New Mexico .....	22,589	29,255	7,895	19,414	28,386	11,939	869
Utah .....	30,140	43,514	8,670	30,140	37,599	14,585	5,915
Washington .....	10,310	24,639	.....	12,282	15,968	6,699	8,671
Wyoming .....	3,272	4,112	.....	2,870	2,861	1,653	1,251
Total .....	122,856	212,806	27,369	127,128	164,924	70,979	47,882
Grand total .....	7,780,150	16,265,089	1,189,107	8,272,222	11,771,437	5,190,687	4,493,652

a In Texas the school population was less than the number between 6 and 16.

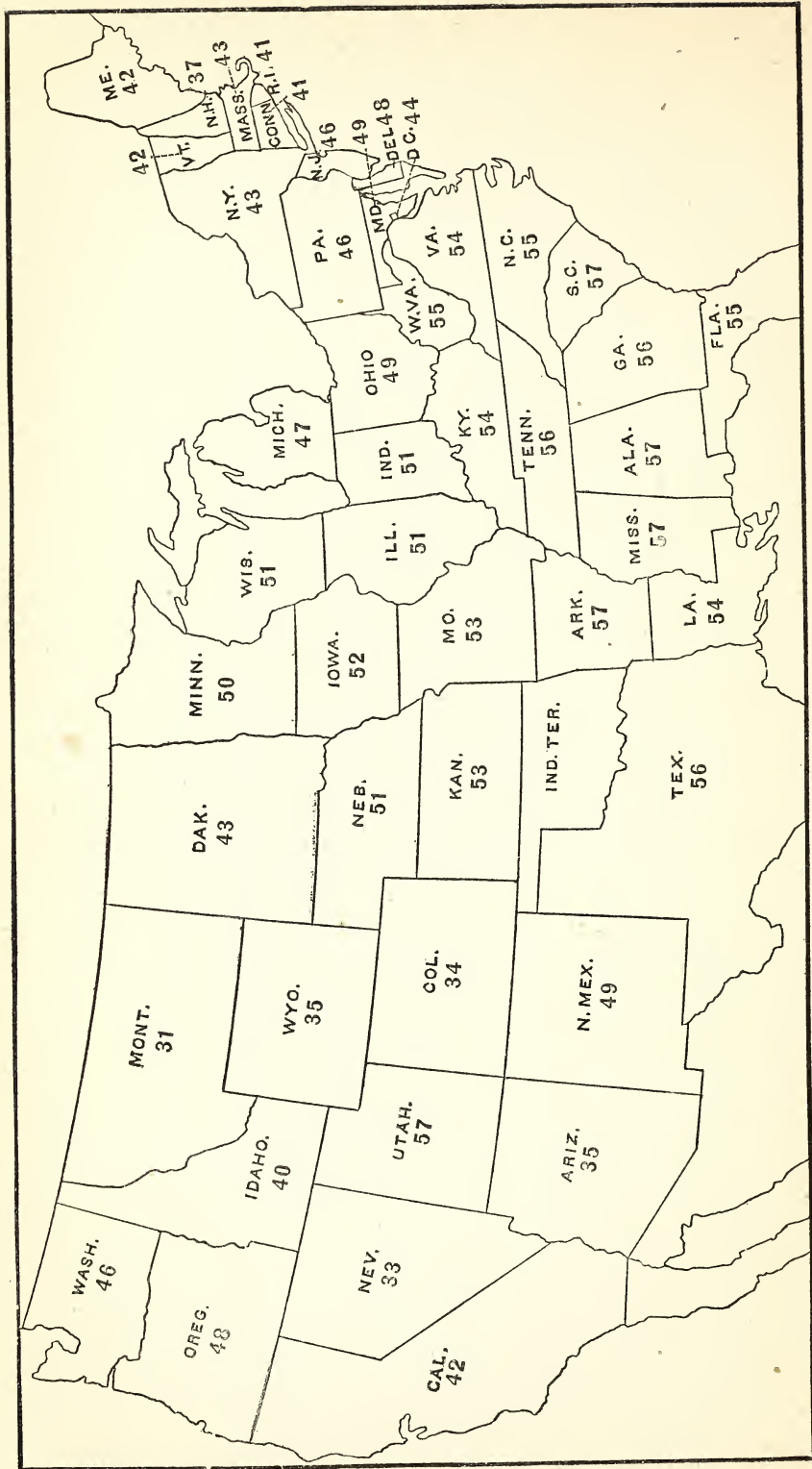


DIAGRAM No. 13.—Number of minors in 100 inhabitants of each State and Territory.

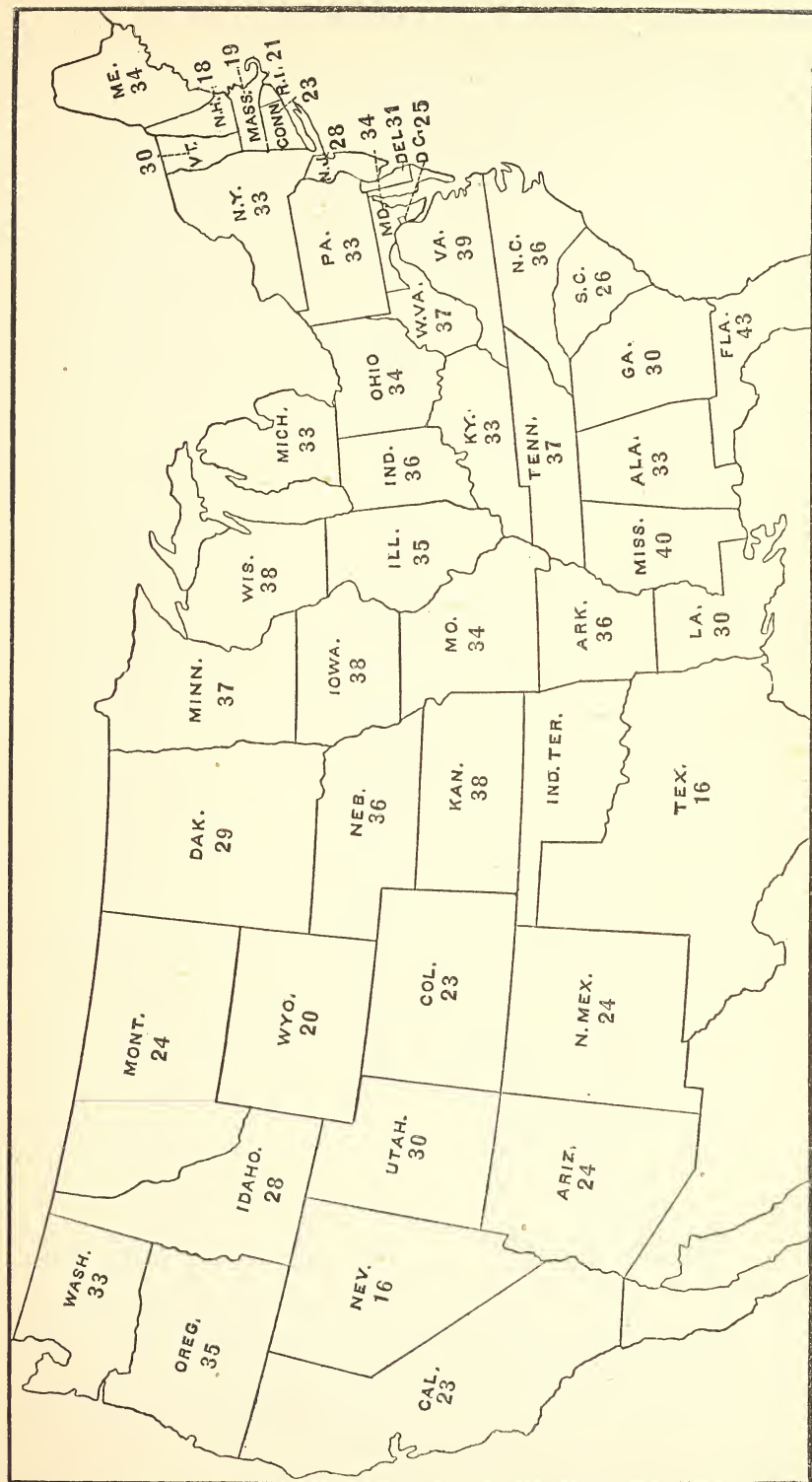


DIAGRAM No. 14. — Number of minors of legal school age to 100 inhabitants of each State and Territory.

Table showing the ratio of minors and minors of school age to adult population throughout the Union.

In 100 inhabitants of—	There were—			In 100 inhabitants of—	There were—		
	Adults (21 years and more).	Minors (under 21 years old).	Minors of legal school age.		Adults (21 years and more).	Minors (under 21 years old).	Minors of legal school age.
Montana Territory .....	69	31	24	New Mexico Territory..	51	49	24
Nevada .....	67	33	16	Minnesota .....	50	50	37
Colorado.....	66	34	23	The Union .....	50	50	32
Arizona Territory .....	65	35	24	Wisconsin.....	49	51	38
Wyoming Territory .....	65	35	20	Nebraska .....	49	51	36
New Hampshire.....	63	37	18	Indiana .....	49	51	36
Idaho Territory.....	60	40	28	Illinois .....	49	51	35
Connecticut.....	59	41	23	Iowa .....	48	52	38
Rhode Island .....	59	41	21	Kansas.....	47	53	38
Maine .....	58	42	34	Missouri .....	47	53	34
Vermont.....	58	42	30	Virginia.....	46	54	39
California.....	58	42	23	Kentucky.....	46	54	33
New York .....	57	43	33	Louisiana .....	46	54	30
Dakota Territory .....	57	43	29	Florida.....	45	55	43
Massachusetts.....	57	43	19	West Virginia.....	45	55	37
District of Columbia.....	56	44	25	North Carolina .....	45	55	36
Pennsylvania .....	54	46	33	Tennessee.....	44	56	37
Washington Territory....	54	46	33	Georgia .....	44	56	30
New Jersey .....	54	46	28	Texas .....	44	56	16
Michigan.....	53	47	33	Mississippi.....	43	57	40
Oregon.....	52	48	35	Alabama .....	43	57	33
Delaware .....	52	48	33	Arkansas .....	43	57	36
Maryland .....	51	49	34	Utah Territory .....	43	57	30
Ohio .....	51	49	34	South Carolina .....	43	57	26

The statistics in the above table and in Tables 5 and 6 supply material for reflection and furnish an argument that has not heretofore been advanced for the aid of the nation to education in the South.

Take, for the sake of contrast, the cases of Massachusetts and Mississippi. In 100 inhabitants Massachusetts had 57 adults and 43 minors and Mississippi had 43 adults and 57 minors. Even if the wealth of the two States per adult capita were the same, the adults of Mississippi would be more heavily taxed than those of Massachusetts in furnishing equal opportunities for education to all the population of school age. Further comment on this subject is deferred until a full presentation of the subject can be made in another form.

## TABLES 7, 8, AND 9 FROM THE CENSUS OF 1880.

The seventh table which I present shows, by States and Territories, the number, nativity, and race of the males of legal school age, the total being 8,167,645, of whom 6,690,860 were native whites, 358,631 foreign-born whites, and 1,118,154 of other races.

The eighth table from the Census shows the same facts for the females of legal school age, the whole number being 8,097,444, of whom 6,611,147 were native whites, 361,298 foreign-born whites, and 1,124,999 of other races.

The ninth table from the Census is a combination of the last two, and shows that, of the 16,265,089 minors of legal school age in the country, 14,021,936 were white and 2,243,153 were of other races.



TABLE 7, derived from the United States Census of 1880, showing number, nativity, and race of the minor males in the school population of the several States and Territories.

States and Territories.	Native white males.	Foreign white males.	Total white males.	Colored males.	Total males.
Alabama .....	107,019	387	107,406	103,639	211,045
Arkansas.....	107,490	631	108,121	38,040	146,161
California .....	92,488	4,568	97,056	4,810	101,866
Colorado .....	21,282	2,112	23,394	441	23,835
Connecticut .....	68,019	4,374	72,393	1,227	73,620
Delaware.....	19,661	356	20,017	4,718	24,735
Florida.....	29,190	682	29,872	27,560	57,432
Georgia.....	116,449	195	116,644	116,951	233,595
Illinois.....	492,934	37,227	530,161	7,572	537,733
Indiana.....	343,236	6,092	349,328	6,572	355,900
Iowa.....	292,998	19,574	312,572	1,841	314,413
Kansas.....	174,434	10,682	185,116	8,666	193,782
Kentucky.....	239,988	1,344	241,332	35,894	277,226
Louisiana.....	63,771	704	64,475	71,045	135,520
Maine.....	104,029	6,448	110,477	338	110,815
Maryland.....	119,877	2,714	122,591	36,578	159,169
Massachusetts.....	152,190	13,220	165,410	1,632	167,042
Michigan.....	233,446	33,682	267,128	3,718	270,846
Minnesota.....	119,786	25,719	145,505	684	146,189
Mississippi.....	93,956	339	94,295	135,032	229,327
Missouri.....	340,337	7,808	348,145	24,914	373,059
Nebraska.....	72,243	10,960	83,203	411	83,614
Nevada.....	4,210	357	4,567	507	5,074
New Hampshire.....	28,082	2,567	30,649	71	30,720
New Jersey.....	145,445	7,761	153,206	4,967	158,173
New York.....	749,229	55,986	805,215	8,741	813,956
North Carolina.....	151,471	258	151,729	101,695	253,424
Ohio.....	508,760	18,772	527,532	13,252	540,784
Oregon.....	29,475	925	30,400	1,716	32,116
Pennsylvania.....	664,849	31,414	696,263	11,546	707,809
Rhode Island.....	24,963	3,555	28,518	612	29,130
South Carolina.....	48,110	114	48,224	84,779	133,003
Tennessee.....	209,794	678	210,472	76,835	287,307
Texas.....	90,272	3,915	94,187	34,590	128,777
Vermont.....	47,293	3,038	50,331	189	50,520
Virginia.....	163,477	753	164,230	128,464	292,694
West Virginia.....	109,751	683	110,434	4,861	115,295
Wisconsin.....	225,324	26,192	251,516	1,159	252,675
Total .....	6,605,328	346,786	6,952,114	1,106,267	8,058,381
Arizona .....	2,916	1,461	4,377	1,010	5,387
Dakota.....	14,478	5,856	20,334	330	20,664
District of Columbia.....	14,207	275	14,482	6,506	20,988
Idaho.....	4,285	336	4,621	229	4,850
Montana.....	4,138	313	4,451	571	5,022
New Mexico.....	13,272	375	13,647	1,308	14,955
Utah.....	19,659	2,312	21,971	148	22,119
Washington.....	10,711	633	11,344	1,649	12,993
Wyoming.....	1,866	284	2,150	136	2,286
Total .....	85,532	11,845	97,377	11,887	109,264
Grand total.....	6,690,860	358,631	7,049,491	1,118,154	8,167,645

## XXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE 8, derived from the United States Census of 1880, showing the number, nativity, and race of the minor females in the school population of the several States and Territories.

States and Territories.	Native white females.	Foreign white females.	Total white females.	Colored females.	Total females.
Alabama .....	106,474	272	106,746	104,948	211,694
Arkansas .....	103,401	496	103,897	38,794	142,691
California .....	91,821	4,532	96,353	3,064	99,417
Colorado .....	18,428	1,482	19,910	353	20,263
Connecticut .....	66,680	4,380	71,060	1,329	72,389
Delaware .....	19,181	423	19,604	4,550	24,154
Florida .....	28,395	734	29,129	28,935	58,064
Georgia .....	113,043	185	113,228	114,193	227,421
Illinois .....	491,042	37,356	528,398	7,704	536,102
Indiana .....	339,380	6,015	345,395	6,887	352,282
Iowa .....	286,576	17,843	304,419	1,768	306,187
Kansas .....	164,433	9,596	174,029	8,740	182,769
Kentucky .....	234,421	1,462	235,883	35,413	271,296
Louisiana .....	63,951	798	64,749	71,145	135,894
Maine .....	101,860	7,188	109,048	331	109,379
Maryland .....	119,485	2,933	122,418	37,614	160,032
Massachusetts .....	150,689	13,612	164,301	1,677	165,978
Michigan .....	227,136	31,970	259,106	3,811	262,917
Minnesota .....	118,081	24,071	142,152	687	142,839
Mississippi .....	91,528	278	91,806	137,722	229,528
Missouri .....	332,844	7,415	340,259	25,394	365,653
Nebraska .....	67,834	10,000	77,834	450	78,284
Nevada .....	4,337	366	4,723	332	5,055
New Hampshire .....	27,449	2,661	30,110	69	30,179
New Jersey .....	144,931	8,161	153,092	5,156	158,248
New York .....	766,334	65,447	831,781	9,907	841,688
North Carolina .....	146,735	223	146,958	102,125	249,083
Ohio .....	509,151	19,309	528,460	13,732	542,192
Oregon .....	28,465	863	29,328	450	29,778
Pennsylvania .....	668,462	32,662	701,124	13,444	714,568
Rhode Island .....	24,928	3,635	28,563	639	29,202
South Carolina .....	46,102	124	46,226	83,050	129,276
Tennessee .....	204,757	665	205,422	78,524	283,946
Texas .....	84,729	3,611	88,340	34,419	122,759
Vermont .....	45,713	3,042	48,755	188	48,943
Virginia .....	161,124	700	161,824	130,521	292,348
West Virginia .....	106,517	753	107,270	4,596	111,866
Wisconsin .....	223,384	25,089	248,473	1,065	249,538
Total .....	6,529,821	350,352	6,880,173	1,113,729	7,993,902
Arizona .....	2,380	1,161	3,541	643	4,184
Dakota .....	13,219	5,539	18,758	320	19,078
District of Columbia .....	14,804	306	15,110	7,439	22,549
Idaho .....	3,929	298	4,227	38	4,265
Montana .....	3,614	189	3,803	496	4,299
New Mexico .....	12,754	351	13,105	1,195	14,300
Utah .....	18,937	2,324	21,261	131	21,395
Washington .....	10,163	529	10,692	954	11,646
Wyoming .....	1,526	249	1,775	51	1,826
Total .....	81,326	10,946	92,272	11,270	103,542
Grand total .....	6,611,147	361,298	6,972,445	1,124,999	8,097,444

TABLE 9, derived from the Census of 1880, showing the number, nativity, and race of the legal school population in the several States and Territories.

States and Territories.	Native white	Foreign white.	Total white.	Colored, Oriental, and Indian.	Total.
Alabama.....	213,493	659	214,152	208,587	442,739
Arkansas.....	210,891	1,127	212,018	76,834	288,852
California.....	184,309	9,100	193,409	7,874	201,283
Colorado.....	39,710	3,594	43,304	794	44,098
Connecticut.....	134,699	8,754	143,453	2,556	146,009
Delaware.....	38,842	779	39,621	9,268	48,889
Florida.....	57,585	1,416	59,001	56,495	115,496
Georgia.....	229,592	380	229,872	231,144	461,016
Illinois.....	983,977	74,583	1,058,559	15,276	1,073,835
Indiana.....	682,616	12,107	694,723	13,459	708,182
Iowa.....	579,574	37,417	616,991	3,609	620,600
Kansas.....	338,867	20,278	359,145	17,406	376,551
Kentucky.....	474,409	2,806	477,215	71,307	548,522
Louisiana.....	127,722	1,502	129,224	142,190	271,414
Maine.....	205,889	13,636	219,525	669	220,194
Maryland.....	239,362	5,647	245,009	74,192	319,201
Massachusetts.....	302,879	26,832	329,711	3,309	333,020
Michigan.....	460,582	65,552	526,234	7,529	533,763
Minnesota.....	237,867	49,790	287,657	1,371	289,028
Mississippi.....	185,484	617	186,101	272,754	458,855
Missouri.....	673,181	15,223	688,404	50,308	738,712
Nebraska.....	140,077	20,960	161,037	861	161,898
Nevada.....	8,567	723	9,290	839	10,129
New Hampshire.....	55,531	5,228	60,759	140	60,899
New Jersey.....	290,376	15,922	306,298	10,123	316,421
New York.....	1,151,563	121,433	1,636,996	18,648	1,655,644
North Carolina.....	298,206	481	298,687	203,820	502,507
Ohio.....	1,017,911	38,081	1,055,992	26,984	1,082,976
Oregon.....	57,940	1,788	59,728	2,166	61,894
Pennsylvania.....	1,333,311	64,076	1,397,387	24,990	1,422,377
Rhode Island.....	49,891	7,190	57,081	1,251	58,332
South Carolina.....	94,212	238	94,450	167,829	262,279
Tennessee.....	414,551	1,343	415,894	155,359	571,253
Texas.....	175,001	7,526	182,527	69,009	251,536
Vermont.....	93,006	6,080	99,086	377	99,463
Virginia.....	325,601	1,453	326,054	258,988	585,042
West Virginia.....	216,268	1,436	217,704	9,457	227,161
Wisconsin.....	448,708	51,281	499,989	2,224	502,213
Total.....	13,135,149	697,138	13,832,287	2,219,996	16,052,283
Arizona.....	5,296	2,622	7,918	1,653	9,571
Dakota.....	27,697	11,395	39,092	650	39,742
Distriet of Columbia.....	29,011	581	29,592	13,945	43,537
Idaho.....	8,214	634	8,848	267	9,115
Montana.....	7,752	502	8,254	1,067	9,321
New Mexico.....	26,026	726	2,752	2,503	29,255
Utah.....	38,596	4,636	43,232	282	43,514
Washington.....	20,874	1,162	22,036	2,603	24,639
Wyoming.....	3,392	593	3,925	187	4,112
Total.....	166,858	22,791	189,649	23,157	212,806
Grand total.....	13,302,007	719,929	14,021,936	2,243,153	16,265,089

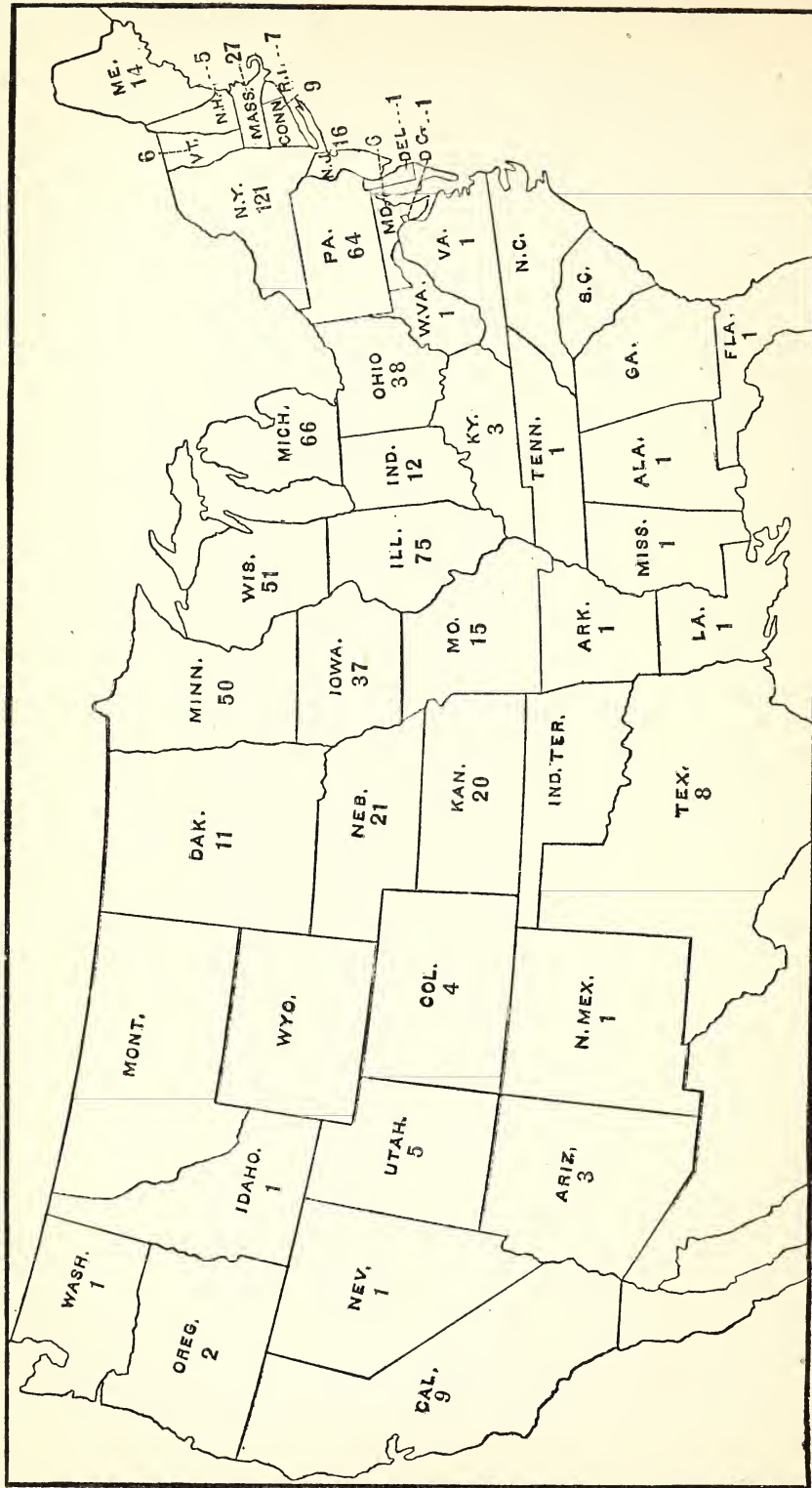


DIAGRAM No. 15.—The number, in thousands, of foreign whites in the legal school population of each State and Territory.



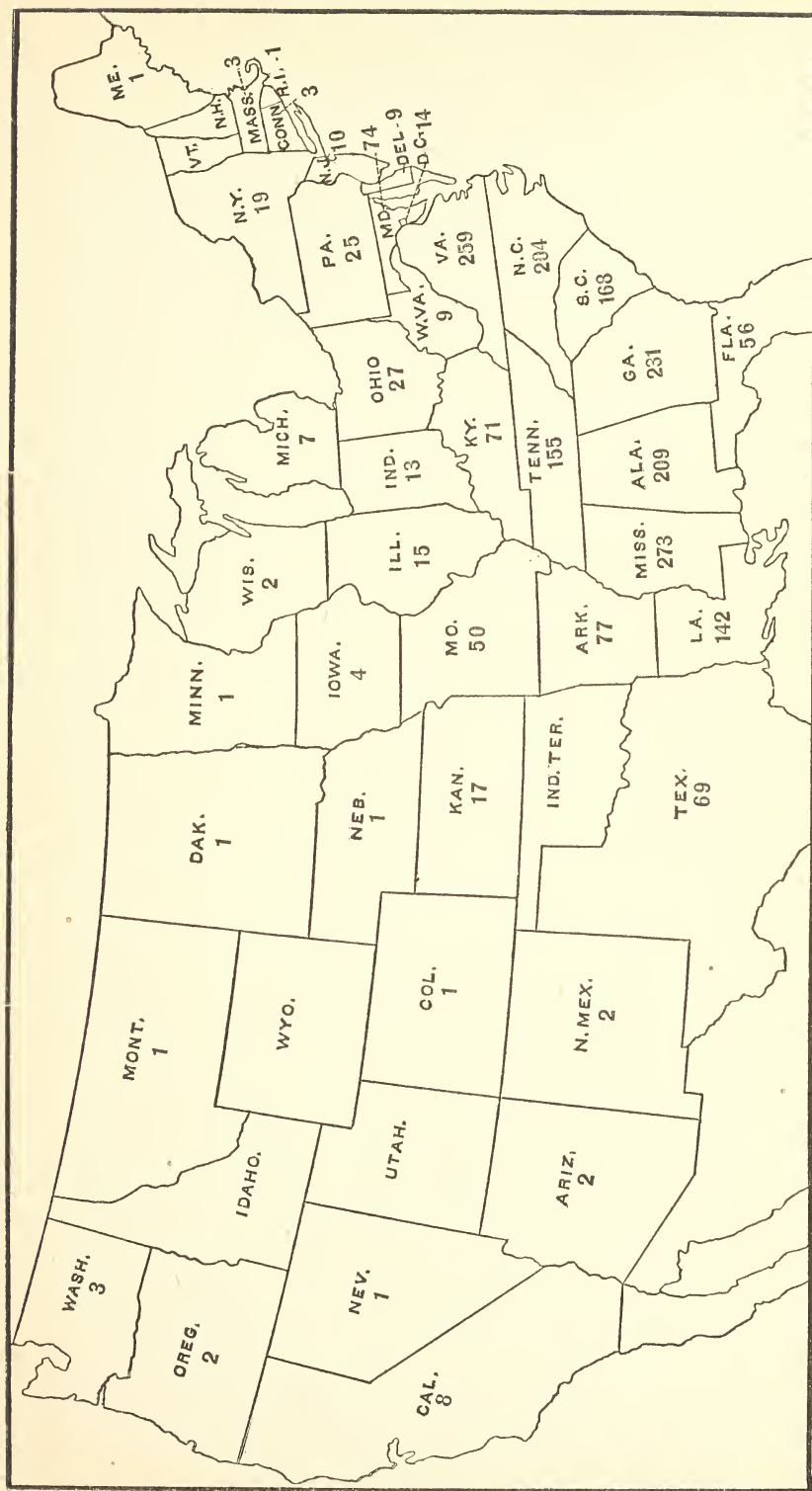


DIAGRAM No. 16.—The number, in thousands, of colored, Indian and Oriental persons in the legal school-population of each State and Territory.



The analyses of population in the foregoing tables and diagrams afford important suggestions with reference to popular education in our country.

Our free schools are maintained under independent State systems. Each State makes its own school laws, cares for its own school fund, and develops its schools according to the intelligence, zeal, liberality, and forethought of its own citizens. The free schools have a national character in the sense that they have the sanction of law in every State and Territory of the Union, and that, by reason of the migration of the native population, the effort expended upon the children of one generation is likely to find its issues in some section remote from that which nurtured them. The similarity of the independent State systems is chiefly attributed to this shifting of the population, the standards and methods, good or bad, that are adopted in any one section being rapidly introduced into the others.

Viewing the country as a whole, one cannot fail to be impressed with the great diversity of races and nationalities of which it is composed. Four races are enumerated. Three of these maintain in our midst the relations of family life. Their children are to be formed by our institutions, and in turn the future of the institutions will be shaped by them. The fourth race, represented by the Chinese, live, as already pointed out, in an abnormal condition among us, but our school record shows that they are not entirely outside the operation of our educational provision. As the only agency by means of which these diverse peoples can be moulded into a homogeneous population, having that unity of ideals, purposes, aspirations, and patriotic sentiment which make up national life, the schools are emphatically a national institution.

Those familiar with the history of free schools in America are aware that they have developed as circumstances allowed or compelled; some of their characteristics are accidental, some represent expedients which long ago served their purpose but remain through the natural persistence of precedents. On the whole the development has been upwards. This is true of the personnel of the service to such a degree that it may be said without exaggeration that the systems themselves furnish the men competent to make the adjustments required by our present society, which is larger, more complex, more comprehensive than that to which the schools originally ministered.

The excess of female over male teachers has become almost a national characteristic. The excess would naturally be expected in States in which the women outnumber the men: a comparison of diagrams 1-8, inclusive, with Table I, Part 1, Summary B, shows that it is not so limited. The causes are suggested in the diagrams. The native-born women exceed the native-born men in 12 of the 13 original States, together with Tennessee, Louisiana, and Alabama. In the northern section of this group of States the excess of women constitutes a portion of the white population industrious and intelligent by virtue of inherited tendencies and personal advantages. From this excess the body of public school teachers is constantly recruited. In the southern section, as is shown by diagram 8, the excess of native female population is largely derived from the colored race, and is not yet available to any great extent for the school service. Louisiana, it will be seen by reference to Table I, is the only one of the Southern States in which more female teachers are employed than male. The vast territory west of the Alleghenies and north of the Ohio and Red Rivers has an excess of male population; nevertheless, with the exception of Arkansas and Missouri (States having a large proportion of colored people), each of the 15 States included in the region and nearly all the Territories report a majority of women teachers. This is explained by the conditions of pioneer life previously noted and by the fact that the moment a new State becomes fairly populous the stream of emigration sets from it westward, and the excess of male population is gradually drawn off. In short, the economic and industrial conditions of the developing country account for the excess of women teachers.

The influence of the foreign-born population of the United States upon its school systems is an interesting subject which can only be touched upon in this place. The States

in which the Irish element abounds have had greatest disturbance from sectarian efforts to get control of some portion of the school funds, the influence of the Germans has been exercised in behalf of better methods of primary instruction, thorough training, and high standards in the intermediate and higher grade, the introduction of the German language into the schools, and science training, especially as related to the development of our internal resources.

The sturdy industry and stalwart vigor of the Swedes, Danes, and Norwegians is felt with immense effect along the northern border States and Territories. The race that produced the Vikings, the Normans, the Varangians, Rurik, Gustaf Adolf, Charles XII, Tycho Brahe, and Thorwaldsen has a great future before it in this new continent. Not the least of the advantages which attract these desirable settlers into our country are the schools. Accustomed by the policy of their own country to the responsibilities and privileges of popular education they give hearty support to the free schools of their adopted land. The record of local school history shows that the influence favorable or unfavorable of the other nationalities represented in our immigrant population has been fairly proportioned to their numbers. Through the action of all these various elements it has been made manifest that if proper watchfulness and activity are maintained by our people no foreign influence is likely to overcome that inherent quality of our school systems which is not easily characterized, but which marks them as essentially American.

TABLE I.—PART 1.—*Summary (A) of school age, population, enrolment, attendance, &c.*

States.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama .....	7-21	a422, 739	.....	176, 289	115, 316	80
Arkansas .....	6-21	272, 841	.....	98, 744	.....	.....
California .....	5-17	211, 237	.....	163, 855	105, 541	115
Colorado .....	6-21	40, 804	31, 618	26, 000	14, 649	b89
Connecticut.....	4-16	143, 745	c119, 745	119, 381	d76, 028	180
Delaware .....	6-21	37, 285	.....	29, 122	.....	e153
Florida.....	4-21	88, 677	.....	39, 315	27, 046	.....
Georgia .....	6-18	a461, 016	.....	244, 197	149, 908	.....
Illinois.....	6-21	1, 002, 222	.....	701, 627	425, 858	149
Indiana .....	6-21	714, 343	.....	503, 855	306, 301	135
Iowa .....	5-21	594, 730	c380, 626	431, 513	254, 088	148
Kansas .....	5-21	348, 179	.....	249, 034	139, 776	117
Kentucky .....	g6-20	553, 638	.....	e238, 440	e149, 226	f102
Louisiana .....	6-18	a271, 414	.....	62, 370	f45, 626	100
Maine.....	4-21	213, 927	.....	150, 067	99, 500	118
Maryland .....	5-20	a319, 201	.....	158, 909	79, 739	.....
Massachusetts .....	5-15	312, 680	.....	325, 239	233, 108	178
Michigan .....	5-20	518, 294	.....	371, 743	h219, 328	154
Minnesota .....	5-21	300, 923	.....	177, 278	79, 901	100
Mississippi.....	5-21	419, 963	.....	237, 288	160, 064	i78
Missouri.....	f6-20	f723, 484	.....	f476, 376	fh219, 132	b100
Nebraska .....	5-21	152, 824	.....	100, 776	65, 504	110

a United States Census of 1880.

b In 1879.

c Estimated by the State superintendent.

d For the winter term.

e For white schools only.

f In 1880.

g For colored population the school age is from 6 to 16.

h Estimated by the Bureau on the basis of estimates furnished in previous years by the State superintendent.

i In the country; 138 in cities.

TABLE I.—PART 1.—Summary (A) of school age, population, enrolment, &amp;c.—Cont'd.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Nevada.....	6-18	10,533	.....	8,329	5,406	140.4
New Hampshire.....	5-15	a60,899	.....	63,235	43,943	97.15
New Jersey.....	5-18	335,631	.....	203,542	110,052	190
New York.....	5-21	1,662,122	.....	1,021,282	559,399	178
North Carolina.....	6-21	468,072	.....	240,716	142,820	b48
Ohio.....	6-21	1,063,337	811,253	744,758	468,141	155
Oregon.....	4-20	61,641	.....	34,498	25,196	86
Pennsylvania.....	6-21	a1,422,377	.....	931,749	599,057	146.96
Rhode Island.....	c5-15	53,077	.....	d44,920	d28,836	186
South Carolina.....	6-16	a262,279	a262,279	133,458	.....	73.33
Tennessee.....	6-21	545,875	.....	283,468	180,509	70
Texas.....	e8-14	e230,527	.....	e186,786	.....	e73
Vermont.....	5-20	a99,463	.....	74,646	49,700	124
Virginia.....	5-21	556,665	384,600	239,046	134,487	117.5
West Virginia.....	6-21	213,191	164,374	145,203	91,266	99
Wisconsin.....	4-20	491,358	.....	300,122	190,878	175.6
Total for States.....	.....	15,661,213	.....	9,737,176	5,595,329	.....
Arizona.....	6-21	a9,571	.....	3,844	e2,847	e109
Dakota.....	5-21	38,815	.....	25,451	.....	.....
District of Columbia.....	c6-17	a43,558	a40,654	27,299	20,730	190
Idaho.....	5-21	7,520	.....	6,080	4,127	150
Montana.....	4-21	9,895	.....	5,112	2,800	110
New Mexico.....	7-18	a29,255	.....	a4,755	a3,150	.....
Utah.....	6-18	42,353	.....	26,772	18,682	140
Washington.....	4-21	23,899	.....	14,754	g11,275	g100
Wyoming.....	7-21	a4,112	.....	a2,907	a1,920	.....
Indian:						
Cherokees.....		3,715	.....	3,048	1,792	180
Chickasaws.....		900	.....	650	270	180
Choctaws.....		2,600	.....	1,460	1,260	200
Creeks.....		1,700	.....	799	.....	180
Seminoles.....		400	.....	226	174	180
Total for Territories.....	.....	218,293	.....	123,157	69,027	.....
Grand total.....	.....	15,879,506	.....	9,860,333	5,664,356	.....

a United States Census of 1880.

b Six months only of 1881 reported.

c Inclusive.

d Includes evening school reports.

e In 1880.

f In the counties.

g In 1879.

TABLE I.—PART 1.—*Summary (B) of the number of teachers employed in the public schools and the average monthly salary of teachers in the respective States and Territories.*

States.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Alabama .....	3,042	1,656	(a\$22 98)	
Arkansas.....	1,688	481	(b)	(b)
California .....	1,198	2,539	\$79 50	\$64 74
Colorado .....	245	556	78 50	55 15
Connecticut .....	c680	c2,432	60 69	35 37
Delaware .....	d222	d305	de31 49	de27 56
Florida.....	f675	f420	(g40 00)	
Georgia.....	(6,128)		f50 00	f30 00
Illinois .....	8,438	13,695	44 17	35 31
Indiana .....	(13,418)		38 40	33 20
Iowa .....	6,546	15,230	32 56	27 25
Kansas .....	3,533	4,675	30 21	23 77
Kentucky .....	4,195	2,715	(h23 87)	
Louisiana .....	773	811	(31 50)	
Maine .....	2,257	4,683	35 99	22 28
Maryland .....	1,319	1,861	(f41 06)	
Massachusetts .....	1,134	7,727	85 54	38 49
Michigan .....	4,024	10,448	36 98	25 78
Minnesota .....	1,811	3,760	36 52	28 62
Mississippi.....	3,572	2,486	(30 07)	
Missouri .....	f6,068	f4,379	ij35 00	ij30 00
Nebraska .....	1,813	2,746	36 50	32 50
Nevada .....	44	132	99 50	74 76
New Hampshire .....	559	3,026	32 63	21 77
New Jersey .....	926	2,560	51 07	32 68
New York .....	7,669	23,157	(42 24)	
North Carolina .....	3,627	1,375	(k22 25)	
Ohio .....	11,453	12,517	37 00	28 00
Oregon.....	591	748	42 26	31 72
Pennsylvania .....	9,359	11,993	33 66	29 03
Rhode Island .....	l253	l1,034	76 00	41 89
South Carolina.....	1,904	1,345	25 45	24 48
Tennessee.....	5,393	1,487	(26 59)	

a For white teachers; for colored teachers the average salary is reported as \$23.15.

b Average salary of male teachers of the first grade is \$47.42; of female teachers, \$40.90; in the second grade the salaries are \$38.58 and \$34.76, respectively; in the third grade, \$31.64 and \$29.15, respectively.

c Estimated.

d For white schools; in schools for colored children there were 56 teachers unclassified as to sex.

e The average monthly salary for colored teachers is \$22.

f In 1880.

g In 1878.

h For white schools in the counties; the average for teachers in graded schools for whites in the cities is \$71.25; in public high schools, \$88.97.

i In 1879.

j In graded schools the average salary of men, in 1879, was \$87; of women, \$40.

k For white teachers; for colored teachers the average salary is \$19.82.

l Includes evening school reports.



TABLE I.—PART 1.—Summary (B) of the number of teachers employed, &amp;c.—Continued.

States and Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Texas .....	a3,083	a1,278	(b)	(b)
Vermont .....	678	3,741	\$29 76	\$16 84
Virginia .....	3,208	2,184	29 18	24 92
West Virginia .....	3,079	1,208	27 96	28 70
Wisconsin .....	2,721	7,198	c35 39	c25 21
Total number of teachers in States.....	(285,970)			
Arizona .....	(102)		84 06	68 19
Dakota.....	346	687	33 00	26 00
District of Columbia.....	35	425	91 13	61 27
Idaho .....	(175)		65 00	50 00
Montana .....	59	118	79 88	57 47
New Mexico .....	d128	d36	(d30 67)	
Utah .....	270	295	e35 00	e22 00
Washington .....	{ 149	205 }	f52 56	f37 50
Wyoming .....	d31	d39	(d60 23)	
Indian :				
Cherokees .....				
Chickasaws .....				
Choctaws .....			f50 00	f50 00
Creeks .....				
Seminoles .....			f50 00	f50 00
Total number of teachers in Territories.....	(3,189)			
Grand total .....	(289,159)			

a In 1880.

b In the counties the average salary of white male teachers, in 1880, was \$34; of white females, \$28; in the cities, in 1880, the salaries were, respectively, \$47 and \$37; for colored males in the counties, \$29; for colored females, \$26; in the cities, respectively, \$33 and \$32.

c In the counties; in the cities the average salary of males is \$93.85; of females, \$36.25.

d United States Census of 1880.

e In 1878.

f In 1879.



TABLE I.—PART 2.—Summary (A) of annual income and expenditure, &amp;c.

States.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama.....	\$397,479	.....	\$11,884	\$381,769	a\$14,037	\$410,690	\$285,976
Arkansas.....	710,462	\$29,505	.....	.....	.....	388,412	283,125
California.....	3,680,161	299,976	b48,339	2,346,056	401,573	3,047,605	6,998,825
Colorado.....	708,516	.....	.....	.....	.....	557,151	977,213
Connecticut.....	1,482,025	121,382	30,000	1,025,323	299,986	1,476,691	.....
Delaware.....	147,360	.....	c2,300	c138,819	c64,472	cd207,281	e450,000
Florida.....	e139,710	.....	e8,021	e97,115	e3,557	cf114,895	e132,729
Georgia.....	498,533	.....	.....	.....	.....	498,533	.....
Illinois.....	7,922,169	837,256	g72,977	h4,722,349	2,225,832	i7,858,414	j16,956,310
Indiana.....	4,480,306	616,450	.....	k3,057,110	855,194	4,528,754	12,024,180
Iowa.....	5,006,024	870,334	.....	l3,040,716	1,218,769	5,129,819	9,533,493
Kansas.....	1,740,593	364,159	25,209	1,167,620	419,409	1,976,397	4,884,386
Kentucky.....	1,194,258	.....	.....	.....	.....	1,248,524	2,395,752
Louisiana.....	486,790	m12,760	19,667	374,127	34,930	441,484	n700,000
Maine.....	1,089,414	95,317	28,370	o965,697	.....	1,089,414	3,026,395
Maryland.....	1,608,274	p174,684	q40,138	1,162,429	227,329	1,604,580	.....
Massachusetts.....	r4,851,567	803,441	159,314	o4,130,714	425,713	f5,776,542	.....
Michigan.....	3,645,328	730,611	.....	t2,114,567	573,055	3,418,233	10,500,000
Minnesota.....	1,679,297	238,520	16,600	993,997	217,375	1,466,492	3,715,769
Mississippi.....	716,342	68,327	12,607	644,352	32,472	757,758	.....
Missouri.....	e4,020,860	e137,894	.....	e2,218,637	e678,820	e3,152,178	e7,353,401
Nebraska.....	1,320,449	221,965	29,443	627,717	285,978	1,165,103	2,054,049
Nevada.....	138,640	ps11,510	.....	s59,194	s12,169	140,419	260,193
New Hampshire...	586,139	.....	14,373	408,554	154,095	577,022	2,113,851
New Jersey.....	1,914,447	172,942	38,557	1,510,830	192,118	1,914,447	6,275,067
New York.....	10,895,765	1,677,673	114,600	7,775,505	1,355,624	10,923,402	31,091,630
North Carolina.....	698,772	27,225	6,394	342,212	33,828	409,659	220,442
Ohio.....	8,129,326	843,696	154,805	5,151,448	1,983,673	8,133,622	22,103,982
Oregon.....	323,201	45,192	8,575	234,818	29,746	318,331	657,469
Pennsylvania.....	8,798,724	m1,207,011	o112,000	4,677,017	1,998,677	7,994,705	26,605,321
Rhode Island.....	582,965	50,834	10,376	408,993	79,734	549,937	1,954,444
South Carolina.....	452,965	17,334	18,445	309,855	.....	345,634	435,289
Tennessee.....	706,152	58,852	13,076	529,618	36,463	638,009	868,713
Texas.....	e891,235	e27,565	e12,648	e674,869	e38,264	e753,346	.....
Vermont.....	454,832	p32,613	.....	366,448	42,117	f447,252	.....
Virginia.....	1,335,984	137,239	44,927	823,310	94,763	1,100,239	1,199,333
West Virginia.....	855,466	102,858	g11,725	539,648	107,019	761,250	1,753,144
Wisconsin.....	2,178,219	274,746	61,075	1,618,283	324,999	2,279,103	5,522,657
Total for States...	86,468,749	10,309,901	1,126,445	54,642,716	14,461,790	83,601,327	183,333,138

a Includes \$13,500 for normal schools.

b Paid out of the general fund of counties and not included in State expenditure.

c In 1880.

d Includes \$1,690 expended for colored schools outside of Wilmington.

e For white schools only.

f Items not fully reported.

g Salaries of county superintendents only.

h Includes salaries of superintendents other than county.

i Exclusive of appropriations for normal schools and expense of State superintendency.

j Exclusive of normal school property.

k Total amount expended from tuition revenue.

l Includes salaries of superintendents.

m For rents, buildings, &amp;c.

n In 1878.

o Includes miscellaneous expenditure.

p Includes expenditure for repairs.

q Supervision and office expenses.

r Exclusive of receipts for school buildings, permanent improvements, and ordinary repairs.

s Storey County not reporting these items.

TABLE I.—PART 2.—Summary (A) of annual income and expenditure, &amp;c.—Continued.

Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Arizona.....	\$58,768					\$44,628	\$121,318
Dakota.....	<i>a</i> 363,000		<i>b</i> \$8,616			314,484	<i>c</i> 532,267
District of Columbia.	555,644	\$120,533	10,860	\$295,668	\$100,251	527,312	1,326,888
Idaho.....	54,609	2,151		38,174	4,515	44,840	
Montana.....	94,551		3,000	52,781		55,781	140,250
New Mexico.....	<i>d</i> 32,171			<i>d</i> 28,002	<i>d</i> 971	<i>d</i> 28,973	<i>d</i> 13,500
Utah.....	198,876	54,859		113,768	30,637	199,264	415,186
Washington.....	127,609	<i>e</i> 14,592	<i>e</i> 2,883	<i>e</i> 94,019	<i>e</i> 2,885	<i>e</i> 114,379	<i>e</i> 220,405
Wyoming.....	<i>d</i> 36,161			<i>d</i> 25,894	<i>d</i> 2,610	<i>d</i> 28,504	<i>d</i> 40,500
Indian:							
Cherokees.....	52,300					52,300	
Chickasaws.....	33,550					33,550	
Choctaws.....	31,700					31,700	
Crecks.....	26,900					26,900	
Seminoles.....	7,500					7,500	
Total for Territories.	1,673,339	192,135	25,859	648,306	141,869	1,510,115	2,810,314
Grand total..	88,142,088	10,502,036	1,151,804	55,291,022	14,603,659	85,111,442	186,143,452

*a* Items not fully reported.

*b* Salaries of county superintendents only.

*c* Value of school-houses only.

*d* United States Census of 1880.

*e* In 1879.

TABLE I.—PART 2.—*Summary (B) of per capita expenditure.*

States and Territories.	Expenditure in the year per capita of the school population. <i>a</i>	Expenditure in the year per capita of pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita of average attendance in public schools. <i>a</i>	Expenditure in the year per capita of population between 6 and 16. <i>a</i>	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. <i>a</i>
Massachusetts.....	b\$16 06	b\$15 44	b\$21 54		
Colorado.....	13 65	21 43	38 03	\$17 63	
California.....	13 15	16 95	26 32	c13 15	c\$16 32
Nevada.....	b12 30	b15 57	b23 97		
New Hampshire.....	10 40	11 13	16 02		
District of Columbia.....	9 50	15 16	19 97	10 18	11 96
Rhode Island.....	9 16	11 86	18 04		
Montana.....	8 91	16 50			
Connecticut.....	8 78	10 58	17 41	10 55	
Nebraska.....	7 62	11 56	17 78		
Iowa.....	d7 25	d9 99	d16 97	d11 32	d12 82
Illinois.....	7 05	10 08	16 61		
Ohio.....	6 98	9 85	15 68	9 15	10 80
Wyoming.....	b6 93	b6 81	b14 85		
New York.....	6 57	10 69	19 52		
Delaware.....	e6 39	e8 12			
Indiana.....	e5 80	e7 96	e12 72		
Idaho.....	b5 69	b7 04	b10 38		
Michigan.....	b5 27	b7 35	b12 45		
New Jersey.....	5 22	8 60	15 91	7 15	8 68
Oregon.....	5 02	8 98	12 29		
Maryland.....	e5 00	e8 64	e16 37		
Pennsylvania.....	b4 82	b7 36	b11 45		
Washington.....	g4 72	g8 15	g11 92		
Wisconsin.....	4 68	7 67			
Kansas.....	4 68	6 57	11 69		
Maine.....	4 67	6 65	10 05		
Missouri.....	b64 18	b66 34	b13 79		
Minnesota.....	b4 13	b7 01	b15 55		
Utah.....	b3 51	b5 55	b7 96		
Texas.....	b63 16	b63 89			
West Virginia.....	3 08	4 59	7 31		
Kentucky.....	h2 26				
Mississippi.....	1 93	3 38	4 75		
Virginia.....	1 74	4 06	7 22	2 53	2 69
Louisiana.....	b1 58	b6 89	b9 41		
Arkansas.....	b1 32	b3 65			
Florida.....	b61 30	b62 92	b64 25		

*a* In estimating these items only the interest on amounts expended for permanent objects (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

*b* Estimated by the Bureau, 6 per cent. being the rate used in calculating interest on permanent expenditure.

*c* Per capita of population between 5 and 17.

*d* Estimated by State superintendent.

*e* In 1880.

*f* Does not include expenditure for books.

*g* In 1879.

*h* An estimate including per capita of total permanent expenditure for the year.

TABLE I.—PART 2.—*Summary (B) of per capita expenditure*—Continued.

States and Territories.	Expenditure in the year per capita of the school population. <i>a</i>	Expenditure in the year per capita of pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita of average attendance in public schools. <i>a</i>	Expenditure in the year per capita of population between 6 and 16. <i>a</i>	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. <i>a</i>
Tennessee.....	\$1 17	\$2 25	\$3 53	.....	.....
Georgia.....	1 15	2 04	3 32	.....	.....
Alabama.....	1 06	2 33	3 56	.....	.....
New Mexico.....	<i>bc</i> 99	<i>bc</i> 6 09	<i>bc</i> 9 20	.....	.....
North Carolina.....	88	1 71	2 81	.....	.....
Vermont.....	.....	6 00	8 99	.....	.....
South Carolina.....	.....	2 46	.....	.....	.....

*a* In estimating these items only the interest on amounts expended for permanent objects (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

*b* Estimated by the Bureau, 6 per cent. being the rate used in calculating interest on permanent expenditure.

*c* In 1890.

#### GENERALIZATION BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.

*Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for ten years, from 1872 to 1881, inclusive, as collected by the United States Bureau of Education.*

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
School population.....	1872	37	7	12,740,751	88,097
	1873	37	11	13,324,797	134,128
	1874	37	11	13,735,672	139,378
	1875	36	8	13,889,837	117,685
	1876	37	8	14,121,526	101,465
	1877	38	9	14,093,778	133,970
	1878	38	9	14,418,923	157,260
	1879	38	9	14,782,765	179,571
	1880	38	8	15,351,875	184,405
	1881	38	10	15,661,213	218,293
Number enrolled in public schools.....	1872	34	7	7,327,415	52,241
	1873	35	10	7,865,628	69,968
	1874	34	11	8,030,772	69,209
	1875	37	11	8,678,737	77,922
	1876	36	10	8,293,563	70,175
	1877	38	10	8,881,848	72,630
	1878	38	10	9,294,316	78,879
	1876	38	10	9,328,003	96,083
	1880	38	10	9,680,403	101,118
	1881	38	10	9,737,176	123,157

*Statistical summary showing the school population, enrolment, &c.—Continued.*

	Year.	Number re- porting.		In States.	In Territo- ries.
		States.	Territo- ries.		
Number in daily attendance.....	1872	28	4	4,081,569	28,956
	1873	31	5	4,166,062	33,677
	1874	30	4	4,488,075	33,489
	1875	29	5	4,215,380	36,428
	1876	27	5	4,032,632	34,216
	1877	31	4	4,886,289	33,119
	1878	31	5	5,093,298	38,115
	1879	32	8	5,223,100	59,237
	1880	34	8	5,744,188	61,154
	1881	34	9	5,595,329	69,027
Number of pupils in private schools.....	1872	18	5	356,691	7,592
	1873	22	5	472,483	7,859
	1874	13	5	352,460	10,128
	1875	13	5	186,385	13,237
	1876	14	3	228,867	9,137
	1877	12	4	203,082	6,088
	1878	12	4	280,492	6,183
	1879	19	4	358,685	7,459
	1880	21	4	561,209	6,921
	1881	20	2	564,290	5,305
Total number of teachers .....	1872	33	7	216,062	1,177
	1873	35	6	215,210	1,511
	1874	35	8	239,153	1,427
	1875	36	9	247,423	1,839
	1876	37	9	247,557	1,726
	1877	37	9	257,454	1,842
	1878	38	9	269,162	2,012
	1879	38	9	270,163	2,523
	1880	38	10	280,034	2,610
	1881	38	9	285,970	3,189
Number of male teachers.....	1872	30	6	81,135	874
	1873	28	5	75,321	529
	1874	28	7	87,395	499
	1875	31	8	97,796	656
	1876	32	9	95,483	678
	1877	33	9	97,638	706
	1878	34	8	100,878	789
	1879	34	8	104,842	985
	1880	35	8	115,064	948
	1881	36	7	107,780	1,018
Number of female teachers.....	1872	30	6	123,547	633
	1873	28	5	103,734	786
	1874	28	7	129,049	731
	1875	31	8	132,185	963
	1876	32	9	135,644	898
	1877	33	9	138,223	986
	1878	34	8	141,780	1,027
	1879	34	8	141,161	1,842
	1880	35	8	156,361	1,306
	1881	36	7	153,588	1,805



*Statistical summary of the school population, enrolment, &c.—Continued.*

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
Public school income.....	1872	35	6	\$71,983,718	\$641,551
	1873	35	10	80,081,583	844,666
	1874	37	10	81,277,686	881,219
	1875	37	8	87,527,278	1,121,672
	1876	38	9	86,632,067	717,416
	1877	37	9	85,959,864	906,298
	1878	38	10	86,035,264	942,837
	1879	38	10	82,767,815	1,020,259
	1880	38	10	82,684,489	1,255,750
	1881	38	10	86,468,749	1,673,339
Public school expenditure.....	1872	31	6	70,035,925	856,056
	1873	36	10	77,780,016	995,422
	1874	35	9	74,169,217	805,121
	1875	34	9	80,950,333	982,621
	1876	36	10	83,078,596	926,737
	1877	37	8	79,251,114	982,344
	1878	38	10	79,652,553	877,405
	1879	38	10	77,176,354	1,015,168
	1880	38	10	78,836,399	1,196,439
	1881	38	10	83,601,327	1,510,115
Amount of school funds.....	1872	31	1	65,850,572	64,385
	1873	28	1	77,870,887	137,507
	1874	28	.....	75,251,008	.....
	1875	28	3	81,486,158	323,236
	1876	30	2	97,227,909	1,526,961
	1877	26	2	100,127,865	2,106,961
	1878	32	1	106,138,348	1,506,961
	1879	30	2	110,264,434	2,776,593
	1880	33	2	119,184,029	3,694,810
	1881	34	2	123,083,786	1,089,015

In the compilation of Table I, the returns for the year 1880 were used for Florida, Missouri, and Texas. In the first two this was necessitated by the practice of issuing biennial reports corresponding to the time of the meeting of the legislatures, and the reports for 1879 and 1880 having been made in the winter of 1881 those for 1882 and 1883 will not be due till the winter of 1883. In Texas the records for 1881 were destroyed by fire, and though in many cases duplicate returns were made by the counties the totals thus obtained fall far short of showing the actual condition of the schools.

Two Territories, New Mexico and Wyoming, failed to report for 1881, and the statistics of the United States Census for 1880 were used in each case.

Under the head of school population, the figures for 8 States and 4 Territories are from the United States Census of 1880, and for the remaining 30 States and 6 Territories from returns made by local school officers. As the school moneys are distributed upon the basis of these estimates, it is for the interest of every community that they should be correct. The general conclusions to which they lead afford additional motives for accuracy. A comparison of the returns made to the several State offices with the corresponding figures of the recent census, or an examination of the same in the light of well known principles of relation, reveals errors that ought not to escape notice and correction by the local officers.

Enrolment in public schools is reported for all the States and Territories. The difficulties in the way of absolute exactness in the treatment of this particular are well understood by those experienced in the compilation of statistics. They were the subject of debate in the international conference upon statistics held at the Trocadéro Palace, Paris, during the International Exposition of 1878, when various methods of procedure were explained and many sources of error pointed out. Some of the difficulties brought up for discussion are peculiar to European countries, others are equally prevalent in the United States; the most general and constant sources of error with us are duplicate enrolments, caused by the removal of scholars from one school to another without formal notice, and the omission of entire districts in the enumeration.

Under ordinary conditions school enrolment increases with school population. Both these totals show increase in 1881 over the same for 1880, but the returns from several States represent population and enrolment as changing inversely. Where this anomaly really occurs the causes should be sought for and set forth, if possible.

The average daily attendance for 34 States is 5,595,329; the four States failing to report under this head are Arkansas, Delaware, South Carolina, and Texas. Supposing the average daily attendance in each of these States to be the same percentage of the enrolment in each that the total average attendance in 34 States is of the enrolment in 34, we obtain an estimated average attendance for the four States of 268,866. So with the Territories: Dakota and the Creek Nation in the Indian Territory fail to report this item. Estimating the average daily attendance for the non-reporting Territories by the rule given above we have an estimated total for the Territories specified of 18,637.

The statistics of average daily attendance are then: States reported (34), 5,595,329; estimated, as explained above (4), 268,866. Territories reported (8 and 4 tribes of Indian Territory), 69,027; estimated as explained (Dakota and Creeks in Indian Territory), 18,637.

Thirty-one States and 4 Territories report an expenditure for sites, &c., of \$10,502,036; 28 States and 4 Territories report \$1,151,804 expended for salaries of superintendents. Three States do not separate this item of expenditure from the amount expended for salaries of teachers. Thirty-four States and 7 Territories report an amount expended for salaries of teachers of \$55,291,022; 32 States and 6 Territories report a miscellaneous expenditure (i. e., for fuel, light, rent, repairs, &c.) of \$14,603,659. Thirty-eight States and 10 Territories report the item of total expenditure for public schools, amounting to \$85,111,442.

Thirty-one States and 8 Territories report the value of school property; Connecticut, Georgia, Maryland, Massachusetts, Mississippi, Texas, and Vermont are the States and Idaho and the Indian Territory the Territories failing to report this very important item.

The amount of school fund in the States, \$123,083,786, includes the estimated fund in Ohio, omitted in 1880, which in 1876 was \$3,742,760 and is now believed to amount to \$3,795,206.

The United States deposit fund in New York, amounting to \$4,014,521, which has been included in the statement of the permanent school fund for several years, is omitted for 1881. The superintendent writes that by legislative enactment the income of this fund is devoted to educational purposes, though the capital is not a school fund under any provision of the constitution.

The decrease in the permanent school fund in the Territories is apparent only, the reports for several previous years from the Indian Territory having included the national funds or general tribal funds, part interest of which could be devoted to school purposes. One million eighty-nine thousand and fifteen dollars, therefore, represent a small fund of the District of Columbia and the school funds only of the Cherokee, Choctaw, and Creek Indian tribes.

All the States and Territories report in some form the item of income, that for Massachusetts being exclusive of receipts for permanent purposes, that for Dakota being a

report of 25 only out of 49 counties. It is estimated that a full report would make the total revenue for Dakota over \$500,000. The school income for the five civilized tribes is the amount given as total expenditures, which, however, it is stated was derived from tribal funds. A study of Table I of the appendix will also show that in some States the total current income includes a balance on hand from the last school year. The amount thus included is \$2,104,301, which subtracted from the total reported income for 38 States leaves a total current income for the States of \$84,364,448, and subtracted from the grand total leaves \$86,037,787 as the total current income for public schools of the country.

The difference between cities and rural districts with respect to the conditions affecting education calls for a corresponding distinction in education reports. This classification is observed to some extent in State reports, but not so generally nor so completely as the interests of the rural schools require.

Graded and ungraded schools are expressions nearly synonymous with city and rural schools. Rhode Island is the only State reporting the two classes separately in which the graded are in excess of the ungraded schools, the numbers being, respectively, 536 and 294. The numbers reported from Michigan, viz, 6,115 ungraded and 411 graded, represent, it is believed, more nearly the proportions that obtain throughout the country.

Thus it will be seen that, while the city schools attract more attention, the rural schools affect a larger proportion of our youth, which fact alone gives a reason for the separate representation of their enrolment, attendance, resources, and general conduct. Information as to the funds available for their use is especially desirable. It can hardly be doubted that an annual statement under this head would have the effect of stimulating local effort and of promoting a more uniform distribution of school moneys. The increase of the means of education among our rural population and the improvement of the existing schools are matters of such great importance that it is incumbent upon school officers to present all information bearing upon the subject in the clearest possible light. As expressed in the report of the Massachusetts board of education—

This material of clear fact is needed as the basis of the most judicious legislation. It is required as the means of testing finally the value of particular theories, methods, or appliances. And, altogether, it may be doubted whether any very great further advance can be made in our educational system until this record of things actually accomplished is in some better degree made up and set before us.

#### THE DISTRICT SYSTEM.

The year has been characterized by active measures against the "district school system." The system exists under various names, but has everywhere the same general character and the same unfortunate effects. Under its operations a State becomes an assemblage of small independent districts, which may be subdivisions of existing civil units or formed irrespective of such units, according to the pleasure of the citizens with whom the motion for a school district originates. Each district has its separate body of officers intrusted to a greater or less degree with the management of its school affairs. These officers, termed directors, trustees, &c., are sometimes appointed by the county boards or superintendents of education, but are more generally elected by the voters of their respective districts, and their constituencies are so small that they must be said to represent individual dispositions, opinions, and prejudices, rather than public sentiment or policy. They hold office from one to four years, too often have no qualification for their duties, and are always comparatively irresponsible. The system had its advantages in the early period of public school effort, especially while public funds were largely supplemented by tuition fees, but in the present stage of popular education it has no advantages that offset its evils, and none that may not be preserved under a system which makes the school district coincident with the smallest civil district, as in Pennsylvania and Indiana. In Alabama the township was made the unit of the school system by the act approved by the general assembly February 7, 1879. The excellent effects of the legislation are freely admitted in the current reports. A bill for the abolition of the district system is now



before the Massachusetts legislature and will undoubtedly pass during the present session. The following extracts from reports of the year indicate the prevailing opinion of State superintendents upon the subject:

One-third of the schools of the State do not number more than twelve and nearly one-ninth do not number more than six scholars. This is a troublesome fact when we reflect that such schools, as a rule, must be very short and inferior. The want of money in such districts necessitates the employment of low priced and hence poor or inexperienced teachers. If for any reason a good teacher consents to instruct, the lack of numbers fails to impart the inspiration necessary to the best work. Besides, the intercourse and competitions of a large school, which are potent factors in education, are lost to children so circumstanced. An opportunity for an equable distribution of intelligence and a fair development of faculties among all the members of society is a chief purpose of public instruction. Our district system at present seems to defeat this object. We refuse to unite or abolish districts, but find it hard to defend, on considerations of public welfare, a scheme which gives forty weeks of schooling to one child and only four to another.—(Report of Hon. J. W. Patterson, superintendent of public instruction, New Hampshire.)

The present system in the rural districts of Ohio seems to tend to evils which only very positive and persistent effort will even measurably remedy, so long as this system subsists. A very few of these evils may be more directly referred to, so that, if the system continues, special effort may, if possible, be made to avoid them.

Owing to changes in the population of some localities, many of the subdistricts now enumerate but five, seven, ten, or fifteen children, and schools are actually kept up with only two or three pupils in average attendance, leaving them whole days and weeks without any pupils. This exhausts the money of the townships and tends to deprive the boards of the means of supplying such advantages as are needed for advanced pupils. The diminutive schools occasion very little interest or profit.

Each school being entirely isolated in its work of instruction, old methods of discipline and teaching are likely to be perpetuated indefinitely; this, too, in their most objectionable forms, the spirit having died out of these methods, the form alone remaining. Local interests being given full sway under this very local management, this evil is perpetuated by the common and growing practice of employing as teachers only those who have secured all the education they have in these schools themselves. \* \* \*

These difficulties are also aiding to promote another serious evil: the growing desire for carving special districts out of the more populous and wealthy parts of the townships, thus leaving the subdistricts disconnected, often poor, and for all time incapable of any common interest. In some cases townships are cut across, or even diagonally, in this way. Cases have even occurred where all but a single poor subdistrict were absorbed in special districts. The law now renders this disintegration easy, and the evil is becoming so serious as to demand careful consideration.—(Report of Hon. D. F. De Wolf, State commissioner of common schools, Ohio.)

Districts should all be governed by a board holding office for a number of years and chosen by all the electors in the district. The civil township should be the unit, but it should not be subdivided in subdistricts, to be in part governed by a subdirector. The only exception to the township district should be the town or city districts, as we have them now. \* \* \*

The objections to the division into rural independent districts are a needless multiplication of officers, for which often suitable persons cannot be found; the unnecessary expense of paying so many secretaries and treasurers; and the inability of many of these districts to provide proper school facilities, owing to the lack of means.—(Report of Hon. C. W. von Coelln, superintendent of public instruction, Iowa.)

These opinions, which might be multiplied indefinitely, are summed up in the statement that the district system is in the way of every measure of progress suggested by experience. It prevents economy in the use of funds, efficient supervision, the advantageous location of school buildings, and equality of school provision for the children of different portions of the same civil district.

The system of parish or local boards in Great Britain has given rise to similar complaints, and a proposition for county boards has already been started in influential quarters. It is not proposed to do away with the existing boards, but to confine their functions to those interests which are purely local.

In a system of popular education like our own, originating with the people and sustained by voluntary taxation, the preservation of local interest is of the first importance; experience shows that it need not be sacrificed by the abolishment of the district system.

## QUALIFICATIONS AND APPOINTMENT OF TEACHERS.

The means of improving the teaching force in the rural schools has been a prominent subject of discussion during the year. The following conditions have engaged attention : standards of qualifications, modes of appointment, tenure of office, inspection.

The standard of qualification for teachers appears to be lower in the United States, taken as a whole, than in other countries in which provision has been made for the education of the masses. In England a school cannot receive the parliamentary grant unless the principal teacher is certificated or, if the attendance does not exceed 60 scholars, provisionally certificated. Both classes of certificates are awarded upon examination; for a full certificate the candidate must also serve as a teacher and secure two favorable reports from an inspector. In France the law requiring primary teachers to pass the examination for a "certificate of aptitude" is not as yet strictly enforced. In Prussia and Switzerland admission to the work of teaching is as carefully regulated as admission into any of the learned professions.

The teachers of the United States bear favorable comparison with those of England and France, in which countries it must be remembered popular education is of recent development; the advantage does not seem to be with us if the comparison be extended to Prussia and Switzerland. There are exceptional districts in which the teachers are carefully chosen, well paid, and retained from year to year, but in general our rural schools are suffering the natural consequences of a low estimate of the requirements of the service as expressed in careless appointment, meagre wages, uncertain tenure, and absence of systematic, efficient supervision.

Where the methods of examination and appointment have improved, the complaint of incompetent teachers has not ceased; on the contrary, the examining boards are embarrassed in carrying out their instructions by the limited attainments of candidates. The current reports offer much information bearing upon this subject.

The Rhode Island board of education made a special effort during the year to obtain from each town information touching the qualifications of teachers. As a result of the inquiry it appears that about 4 per cent. of the teachers employed in the State have had a collegiate education; 62 per cent. have had either a high school or an academic education; 21 per cent., normal school training; while 13 per cent. have had only a common or district school preparation. Of the whole number 7 per cent. were reported as having had no experience. The system of examination and appointment in Rhode Island is unsatisfactory, but its tendencies are largely counteracted by other conditions, among which the rate of salaries must not be counted least. The average salaries in 1881 were for men \$76 a month, for women \$41.89, the average duration of the schools being 9 months and 6 days. The lowest average salary paid in any town was for men \$25.94 a month for a session of 7.9 months, and for women \$17.88 a month for session of 7.4 months. In three of the five counties of the State, the average salaries for men were above \$80 a month and for women above \$30 a month.

George A. Walton, special agent of the Massachusetts board of education, commenting upon the results of the examination of the schools of Bristol County, uses the following language: "Let all the towns apply 25 per cent. more to the wages of teachers and expend the money in securing and retaining the best the market affords, and the schools could be made one-fourth better."

The revised school law of Michigan, which became operative July 1, 1881, introduces an important improvement in providing for the examination of teachers by county boards, but unfortunately the decline in salaries, which has worked such mischief in the schools heretofore, continues. The average salaries in ungraded school districts were, for men, \$26.30 a month, a decrease of \$1.22 below the same in 1880; for women, \$18.49, a decrease of 26 cents since 1880; the average duration of the schools was 7.4 months.



The school law of Pennsylvania makes excellent provision for the examination and appointment of teachers, but experience proves that the system can effect little against low salaries. In his report for 1880, Hon. J. P. Wickersham, the State superintendent, says: "The character of the teaching done in the schools has greatly improved, but it has not yet reached even a medium standard of excellence." He speaks from intimate knowledge of the facts and his statement is supported by the majority of the county superintendents whose reports accompany his own. The latter almost invariably ascribe difficulty in securing or retaining competent teachers to the low salaries. For 1881, the average salaries in the State, excluding Philadelphia, were, for men, \$32.64 a month; for women, \$26.04, the average length of the school term being 6.28 months. The reports from Southern States show still lower salaries, with consequences proportionately worse.

In Alabama the average pay of teachers in white schools is \$22.98 a month; in colored schools, \$23.15; the average total paid to each teacher yearly, \$85.30. The funds allowed the white schools to be maintained on an average 84 days in 1881; the colored schools, 76 days. The impossibility of securing satisfactory results under such circumstances was so evident that in many districts the funds for the white schools were supplemented by voluntary contributions or tuition fees; in some instances the same was done for the colored schools.

The average salary in Mississippi, estimated for the entire State, was \$30.05.

The average salaries in all the States are set forth in Table I, Part I, Summary B, p. xlv, which should be studied in connection with column 6, Table I, Part I, Summary A, p. xliii.

To secure a general advance above these rates two measures seem necessary: first, a fixed minimum salary in each State; second, increased funds for the payment of teachers. The former measure has been repeatedly urged upon State legislatures by governors, school officials, and public spirited citizens, but their recommendations have not prevailed against the opposition of wealthy districts to schemes of taxation or distribution that oblige them to share the burden of poorer districts. The latter measure involves many considerations; that which chiefly engages attention at the present time is the proposition for national aid to elementary education.

All the bills introduced into Congress agree in providing that a large part of the proposed fund shall be applied to teachers' salaries, a consideration that adds weight to the other arguments in support of the measure. Where the salaries justify the expectation of competent teachers, the means of deciding upon the merits of applicants should be carefully considered. Normal school diplomas ought to be sufficient guarantees for the service, and in most States are so regarded. In the case of candidates who are not normal graduates, examination is required. The improvement in this respect is one of the most encouraging indications of progress in public school affairs. It is noticeable in the constitution of examining boards, in the subject matter of examination, and in the gradation of certificates. While no uniform rule can be given for the organization of an examining board, experience shows that it should represent a district large enough to prevent the undue effect of local influences; that it should have a professional rather than a business character, and should possess some element of continuity, in order that the matter and standards of examination may not be altered frequently or suddenly. The change from township to county examining boards, the appointment of teachers upon the examining boards, and the division of the members into classes whose terms of service expire at different dates are in accordance with these requirements.

In a number of States the evidence of admission to the highest grade among teachers is a life certificate, which is recognized throughout the State and relieves the holder from further examination. It is gratifying to observe an increasing desire on the part of teachers to obtain these certificates, as it indicates a disposition to make teaching a permanent vocation and gives additional ground for the recognition of teaching as a profession. It is teachers of this class who may be relied upon to encourage the best efforts in all departments of instruction.

The conditions upon which the life certificates shall be awarded are determined by a council or committee composed in part of teachers of approved scholarship and established reputation. By this arrangement teachers may exercise something of the same control over their calling that lawyers and doctors exercise over their respective professions. It will be seen from my annual reports that the professions of medicine and law are becoming more vigilant in admitting persons to practice and more exacting respecting standards of qualification. The bar unites with the courts in providing methods of examination for those applying for admission to practice; and members of the various medical associations and faculties of medical colleges are seeking the coöperation of legitimate State action to protect their profession against incompetent physicians. Engineers are taking somewhat similar action, and teachers may profitably follow their example.

The want of coöperation between the appointing and examining powers is a conspicuous defect in school administration and one which ought to be immediately remedied. In this connection the statement of Hon. M. A. Newell, secretary of the State board of education, Maryland, with respect to the harmonious action of the school authorities of that State, is suggestive:

In the first place the local trustees nominate the teacher, but cannot appoint him nor fix his salary. They can recommend the making of repairs on school-houses, but cannot order them to be made. It requires the action of the county school board to give effect to the wishes of the local trustees in all important matters. If there is a disagreement among teachers, patrons, and local trustees, it may be referred to the county school board for settlement. If it is not settled there, there is an appeal to the State board. The number of appeals to the State board has been remarkably few; but the fact that such an appeal can be made, and that in no ordinary case is any resort to the courts of law necessary, has largely tended to promote peace and harmony. The powers of the State board are ample. The right to construe and explain the school law and settle disputes secures to a great extent uniformity in its execution and prevents petty disputations. The authority to enact a code of by-laws for the guidance of teachers and county school boards gives elasticity to the management, and makes a biennial reconstruction by the legislature entirely unnecessary. The majority of the State board are necessarily experts in school management; they know practically the diseases and the appropriate remedies. The power which they possess, to suspend or dismiss an incompetent teacher or examiner, has never been exercised as yet, because the board has not been fully satisfied that there was any necessity to do so. The examiner or secretary is appointed by the county school board, but cannot be dismissed by them before the expiration of the term for which he was appointed. The power of dismissal is lodged with the State board. Thus the powers of local trustees, the county school boards, and the State board of education mutually check, supplement, and support one another.

A well ordered system of appointment and the union of the various bodies charged with the business interests, the supervision, and inspection of school affairs into an organic whole, having vital connection between all its parts, would do much to place the teachers' tenure of office upon a satisfactory basis. These conditions, supplemented by fair salaries and enlightened public sentiment, would make the teacher's position as secure as the circumstances of a rapidly developing country allow.

#### SCHOOL SUPERVISION.

Theoretically, a supervising agency is included in the school systems of the several States; practically, the service is wanting in the rural districts, with few exceptions. Its importance need no longer be argued, as it is admitted by all competent to judge of the purposes and processes of popular education: its neglect arises from the want of funds or the apathy that can only be overcome by the compulsion of law and the pressure of public opinion. The most significant record of the year under this head is in the report of the Massachusetts board of education, which body has been earnestly endeavoring to devise a plan for the efficient supervision of the schools of the State. It should be premised that the Massachusetts board is more restricted in its authority than many State boards, nevertheless it illustrates substantially the relation between State and local authorities with reference to education in the several States. The province of the Massachusetts board is described as follows in the report of 1880-'81:

It will thus be seen that, as to the common schools, the duty of the board is fixed by law, and lies almost wholly in the line of gathering and spreading information respecting them. \* \* \* This is a distinctive feature of the oversight which the State has provided for its schools. It does no more, by its own officials, than to cause an inspection and report, more or less complete, to be made concerning them. The State appoints by law that the schools of a certain grade and range of study shall be opened, and for a designated length of time, and requires that the children within prescribed limits shall attend upon them; but it does not itself undertake directly to manage the schools; and, if they fail to reach such a degree of efficiency as might be desired, the State does not attempt, or has not thus far attempted, to do more than to call attention to the failure and the means for improvement. The care of the schools, their direct management, and the whole practical control of them rest with the school authorities and with the people themselves in each city and town. Thus, in the matter of common school administration, the State itself, through its own officials, does little more than to observe what is done, and cause it to be known as widely as it may, and to make suggestions of improvement. \* \* \*

It is evident that this policy may have its elements both of weakness and of strength. It may allow to be left for a long time untouched many errors and defects in the management of the schools which might be at once removed if the State were to lay its hand directly upon them; and it may seem thus to fail, and may perhaps really fail, in bringing the schools with sufficient promptness to the best attainable results. But, on the other side, in its reliance upon the intelligence and carefulness of the people themselves, in their several localities, and through the necessity of working only through such agencies, it may secure, in a more permanent manner, the gains that are made.

After a brief review of what the State has accomplished for the improvement of the schools, the report continues:

We are thus brought to the consideration of a topic which has been presented with urgency in former reports; that is, the desirableness of providing for a more efficient supervision of the schools throughout the whole State than now exists. It is not needful to repeat the arguments that have been set forth at length on other occasions to exhibit the necessity of such a provision. The oversight referred to would be of a kind to offer no interference whatever with the full control of the schools by the local boards and to involve thus no new departure from that line of State policy which has just been sketched. The board does not ask for officials to be intrusted with direct management or administration, but officials to carry on further and more fully the work, now in part undertaken, of diffusing knowledge concerning the best modes of management and of collecting information respecting the actual condition of the schools.

It is difficult to see how the number of officers required could be secured excepting by a system of county or township superintendence. Certain facts to which Hon. J. W. Dickinson, secretary of the Massachusetts board, calls attention, indicate that this is likely to be the issue of the experiment in that State:

There is a demand for more agents. Until the towns are organized so as to supply themselves with special school directors the State should supply them, that the best and largest results which our system of schools is capable of producing may be secured.

Sections 44 and 45 of chapter 44 of the public laws give authority to any two or more towns to form a district for the purpose of employing a superintendent of public schools therein, who shall perform in each town the duties prescribed by law. Two districts have been organized under these provisions of the statutes, Waltham and Watertown forming one and Canton and Milton the other. The first named district is under the superintendency of Mr. John F. Prince; the second, of Mr. G. I. Aldrich. These union superintendents are doing a grand work for their districts, and are solving the problems relating to district supervision. If all the smaller towns of the Commonwealth could be united into convenient districts, and in this way supplied with adequate school superintendence, experience is proving that the conditions of good schools would be supplied.

Two such officials, termed agents of the board, have been employed for several years. The plan of inspection adopted by them indicates the character of the oversight which ought to be extended to all the schools of the country. The following is the outline as presented in the report for 1880-'81:

(1) School buildings, including site and grounds; size of rooms; lighting, heating, and ventilation; furniture and outbuildings, including location, construction, drainage, and use.

(2) Studies, including course of studies (branches); means of teaching, as apparatus, libraries, and reference books.



(3) Results, including reading, silent and oral; alphabet, with elementary sounds; spelling, oral and written; language; geography, numbers, and arithmetic, &c.

(4) Teachers and teaching; methods of teaching; physical training; moral instruction.

The schools which were visited before this plan was adopted embraced a part of those in eight of the cities and towns. Visits to these were made not only for the purpose of inspection, but also for the purpose of teaching in the schools and addressing the teachers and people.

Efficient inspection of the nature here indicated is the great desideratum of our rural schools. It would be a support to the ablest teachers and a means of securing from inferior teachers a fair average of results. Such a conception of the duties of county superintendents or equivalent officers as is represented in the plan quoted above implies corresponding qualifications in those officials. This opens up a matter concerning which very crude notions are entertained and very unsatisfactory practices tolerated. The various pedagogical associations, which do so much by their discussions and publications to promote educational reforms, are giving serious thought to this interest, and already measures have been taken to improve the county superintendency in the States in which it exists. A bill with this end in view was introduced into the Illinois legislature during the winter. The bill provides that—

No person shall be eligible to the said office of county superintendent of schools who is not twenty-five years of age and who has not had three years' experience in actual school work, either as a teacher or a superintendent of schools, nor unless he shall be the holder of (1) a State certificate of qualification granted in accordance with the provisions of section 50 of the school law; or (2) the diploma of a chartered college granted to such as have completed the regular course of academic or scientific study; or (3) the diploma of some State normal school granted to such as have completed the regular course of academic and professional study; or (4) of a certificate to be obtained by a specified examination.

#### COURSES OF STUDY.

Within a few years much attention has been given to the order and conduct of studies in rural schools, and in a number of States definite courses of study have been adopted and measures taken for enforcing their use. As regards the subjects which are universally included in elementary instruction, viz, reading, writing, and arithmetic, these courses differ little from one another or from those employed in foreign schools. History, geography, grammar, elementary science, physiology, and civil government, as embodied in the Constitution of the United States and of individual States, make up the list of additional subjects. In Nevada drawing is included in the course for ungraded schools, but, as a rule, that branch and three others which appear in nearly all foreign programmes, viz, music, gymnastics, and needlework (for girls' schools), have no place in our programmes. Opinions are various with reference to the relative importance and proper sequence of these several branches. The objection has been urged against the programmes generally that they include too much for the meagre term of school life. The case is well stated by Hon. N. A. Luce, State superintendent of common schools of Maine, in his report for the year 1881. After citing the list of studies required by law, viz, "reading, writing, spelling, English grammar, geography, arithmetic, history, physiology, book-keeping, civil government (in the form of the constitution of Maine and of the United States), and such other branches as school committees may desire to introduce into the schools under their charge," he continues:

Can this specifically prescribed course of study be completed with any fair degree of thoroughness in the average school life of the average pupil? Evidently not. That life, five years of thirty-eight weeks each, would, in the very nature of things, appear to be too short for such and so much work. The statistics, indeed, show this to be the case. In only about half the ungraded schools is history a study; book-keeping in about a third, and physiology in about a fourth. Considered in relation to present average length of schools alone, then, the course of study prescribed for them is too extensive. Considered in relation to the character of the work done in them, too (the teach-

ing), the same is true. Not broad enough, considered in its relations to the work which ought to be demanded and which the purposes they ought to subserve do demand of the school; and too broad, considered in its relations to the actual work which the schools can accomplish in their present condition, the practical question is, shall the prescribed course of study be modified to suit the actual conditions of the schools or shall the schools be so increased in length and improved in quality as to enable them to do the work set for them in that course? There can be but one right answer: the schools must be increased in average length, and, for still stronger reasons, their great diversity in length heretofore noticed must cease to exist and their quality must be improved.

Few will dissent from his conclusions. In determining the outline courses, two points must be kept in view: first, the branch upon which classification shall be based; second, the daily programme. In a graded school the studies are uniform for all the members of the same class. In an ungraded school this uniformity is impossible, and some study must be selected as the basis for the division into classes. The choice is between arithmetic and reading. The latter is generally to be preferred, as children differ much less with respect to their capacity for reading than for computation. In arranging the daily programme it should be remembered that some studies require more time than others and that some are a greater tax upon the mind than others. These severer studies should be assigned to the hours when the children are freshest and brightest, viz, the forenoon and the hour immediately following recess. The chief difficulty in classifying ungraded schools arises in connection with scholars who grade in more than one class. Some authorities object to this provision altogether, but those who have the true interests of scholars at heart will recognize its necessity; the proper ideal of a school is the greatest good to the individual consistent with the interests of the majority, and under this conception flexible classification must be allowed within reasonable limits.

Where definite courses of study for ungraded schools have been adopted it is desirable that superintendents should embody the same in their reports, with such comment as observation and experience may suggest. This has been done in several instances in the reports for 1881.

Hon. W. H. Ruffner, superintendent of public instruction for Virginia, presents the following outline for a course of nine five months' terms:

#### GRADED COURSE FOR PRIMARY SCHOOLS OF ONE TEACHER.

(Completed in nine five months' terms.)

*First term.*—(1) Alphabet: by word and phonic method, followed by reading and spelling first half of First Reader.

(2) Writing: making letters and words on blackboard and slate.

(3) Numbers: counting objects; naming and making figures.

(4) Oral instruction: daily, not only on the regular branches, but on various topics, such as correct speech, objects, hygiene, music, morals and manners; and this done on Friday especially.

*Second term.*—(1) Reading and spelling: to the end of the First Reader. If Leigh's method be used more rapid progress may be made.

(2) Writing: in tracing book and in copying short sentences from Reader.

(3) Arithmetic: numeration begun, and addition; constructing and mastering the addition table; making some use of elementary text book, chiefly for objects and simple problems. Where Grube's method is employed these directions will not suit.

*Third term.*—(1) Reading: Second Reader begun; spelling and vocal drill continued; meaning of words determined, chiefly by their use in sentences constructed for the purpose by teacher and pupils.

(2) Writing: first copy book and copying from Reader. Blackboard and chart used in illustrating forms and principles of letters.

(3) Arithmetic: numeration continued; subtraction and multiplication; mental and written exercises alternating throughout the course; elementary text book in regular use.

*Fourth term.*—(1) Reading: Second Reader finished, Third Reader begun; spelling and defining words in lessons.

(2) Writing: copy book and dictation from Reader to be copied by pupil.

(3) Arithmetic: division; fractions and decimals explained in connection with numer-



ation, but not studied in detail; a few simple denominate tables learned; elementary book finished.

*Fifth term.*—(1) Reading: Third Reader finished; phonic analysis and defining never given up.

(2) Spelling: spelling book begun.

(3) Writing: copy book and dictation; principles made familiar; particular letters taught.

(4) Arithmetic: the complete arithmetic commenced. Mental and written constantly intermingled. Walton's tables used.

(5) Geography begun: oral; globe; points of the compass, practice in direction, location, and distance; local maps constructed; outline wall maps explained; geographic terms written, explained, and illustrated by objects or pictures.

*Sixth term.*—(1) Reading: Fourth Reader begun; constant attention to enunciation and expression; use of dictionary as a book of reference taught.

(2) Spelling: in spelling book and by all other means except dictionary.

(3) Writing: copy book and the substance of reading lessons.

(4) Arithmetic: omitting puzzles, repetends, duodecimals, and (as they may be hereafter reached) the more complex and less used rules, such as alligation and the progressions.

(5) Geography: intermediate text book begun; map drawing practised throughout the course; good map studied carefully, though not in extreme detail; indifferent or inaccurate maps not allowed.

(6) Grammar: the correction of errors in language used by pupils attended to always; systematic oral instruction begun.

*Seventh term.*—(1) Reading: Fourth Reader finished and Fifth begun; exercise varied by skipping and introduction of parallel reading.

(2) Writing: copy book and letter writing.

(3) Arithmetic: quickness and accuracy in performing the most practically useful operations to be sought rather than following curious details or subtle principles, or aiming at going over the whole book.

(4) Geography: text book expurgated of such details as may in after life be readily supplied as wanted, and geographical principles, forms, and outlines chiefly insisted upon.

(5) Grammar: elementary text book begun.

*Eighth term.*—(1) Reading: Fifth Reader; small United States History (200 pages).

(2) Writing: practice; study of particular letters continued; and careful attention to details of posture, pen holding, and careful formation of letters throughout the course.

(3) Arithmetic: the mental effect attended to.

(4) Geography: intermediate geography finished; and geographical questions considered in connection with reading history.

(5) Grammar: parsing, analysis (diagrams used).

*Ninth term.*—(1) Reading: Fifth Reader and History of Virginia; spelling practised to the last.

(2) Writing: faithfully studied and practised to the end.

(3) Arithmetic: completed.

(4) Geography: geography of Virginia.

(5) Grammar: elementary completed.

Mr. Ruffner believes this course to be well suited to the ordinary term of rural school education.

It is impossible to examine the various courses without being struck with the general neglect of elementary science. The rural schools would seem to be favorably situated for the study of nature in some one of her varied aspects. The well known effect of such study upon the mind, its value as a resource to the individual, and its relation to the tendency of modern thought are so many reasons for its introduction into these courses. Here is a practical matter for the consideration of superintendents, teachers' associations, and the faculties of normal schools, and one whose consideration can no longer be deferred if our people are to share in the progress of the age.

The instruction contemplated would not interfere with what must be regarded as the great end of elementary schools, viz, the training of the youth of a community so that they may be able to read intelligently, write legibly and correctly, and compute accurately. Where this end is attained under conditions well adapted to the physical, intellectual, and moral needs of the young the schools are a success; so far as the schools fall

short of this end or accomplish it at the cost or the neglect of the moral nature of the young people committed to their care, they are failures.

The attainments specified are so important that we may well question whether all examinations of elementary schools should not be directed simply to testing their efficiency within this limit; but if such were the accepted criterion there would still be large choice of subjects and methods and large opportunity for the study of adaptation.

If the problem which is before the schools be reduced to the simplest possible conditions the necessity for definite schemes of study remains.

The experience of the world with reference to this means of regulating and directing the work of schools is illustrated in the following extract from the circular of Mr. Van Humbéek, Belgian minister of education, dated 20th July, 1880: "Contrary to what has been for a long time the practice in all the countries which have at heart the development of popular education, the Belgian government, according to the law of 1842, did not deem it necessary to decree a plan of studies for the public primary schools. Some large cities, some provincial inspectors, had of their own initiative formulated programmes of study; but in the majority of the communes the teachers were left to be the sole judges of the manner of interpreting the intentions of the law on that subject. Experience has condemned this system; wherever the schools have followed definite programmes, progress has been marked, while for the most part in the schools left to themselves routine has taken firm hold." The circular was accompanied by a programme of studies to be used in the communal schools.

## ILLITERACY AMONG MINORS.

In reviewing the educational reports of the several States and Territories the question arises in thoughtful minds, how far has the elaborate provision accomplished its purpose in the instruction of the young? The statistics of minor illiteracy from the Census go far to answer the inquiry.

TABLES 10 AND 11 FROM THE CENSUS OF 1880.

Tables 10 and 11 show the number of minor whites of each sex between ten and fourteen and between fifteen and twenty, the number of the same unable to write, and the per cent. of the illiterate. It will be observed that the percentage of female illiteracy is less than that of male illiteracy. Colorado, Arizona, and New Mexico are the only exceptions in either age.

Name.	Percentage of illiterates 10 to 14.			Percentage of illiterates 15 to 20.			Percentage of illiterates 10 to 20.		
	Males.	Females.	Both sexes.	Males.	Females.	Both sexes.	Males.	Females.	Both sexes.
Colorado.....	11.8	12.4	12.1	5.6	10.5	7.5	8.0	11.3	9.5
Arizona.....	25.8	21.2	23.7	22.5	22.9	22.7	23.8	22.2	23.1
New Mexico.....	60.3	64.5	62.3	52.1	72.5	62.6	56.2	68.7	62.4

TABLE 10, from the Census of 1880, showing the illiteracy of white persons, male and female, ten to fourteen years old, both ages included.

States and Territories.	White persons from 10 to 14 years of age, both inclusive.			White males from 10 to 14 years of age, both inclusive.			White females from 10 to 14 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Maine.....	64,781	2,182	3.4	33,153	1,294	3.9	31,628	888	2.8
New Hampshire.....	30,605	1,233	4.0	15,477	635	4.1	15,128	598	4.0
Vermont.....	33,449	1,210	3.6	17,150	728	4.2	16,299	482	3.0
Massachusetts.....	159,921	1,949	1.2	80,270	996	1.2	79,651	953	1.2
Rhode Island.....	25,587	2,122	8.3	12,879	1,156	9.0	12,708	966	7.6
Connecticut.....	58,456	1,273	2.2	29,543	715	2.4	28,913	558	1.9
New York.....	505,144	12,152	2.4	254,441	6,691	2.6	250,703	5,461	2.2
New Jersey.....	116,569	3,484	3.0	53,614	1,957	3.3	57,955	1,527	2.6
Pennsylvania.....	472,606	19,368	4.1	239,304	11,376	4.8	233,302	7,992	3.4
Ohio.....	358,269	12,466	3.5	181,491	7,230	4.0	176,778	5,236	3.0
Michigan.....	175,904	5,124	2.9	89,780	3,028	3.4	86,124	2,096	2.4
Indiana.....	238,068	13,241	5.6	121,245	7,618	6.2	116,823	5,723	4.9
Wisconsin.....	152,837	4,151	2.7	77,419	2,250	2.9	75,418	1,901	2.5
Illinois.....	357,748	19,413	5.4	180,959	11,180	6.2	176,789	8,233	4.7
Minnesota.....	87,386	3,317	3.8	44,228	1,842	4.2	43,158	1,475	3.4
Iowa.....	195,178	5,051	2.6	99,409	3,047	3.1	95,769	2,004	2.1
Nebraska.....	49,719	2,145	4.3	25,906	1,255	4.8	23,813	890	3.7
Kansas.....	114,839	5,441	4.7	59,831	3,319	5.5	55,008	2,122	3.9
Total.....	3,197,066	115,322	3.6	1,621,099	66,217	4.0	1,575,967	49,105	3.1
Delaware.....	13,178	1,017	7.7	6,760	587	8.7	6,418	430	6.7
Maryland.....	82,130	5,548	6.8	41,439	3,128	7.5	40,691	2,420	5.9
District of Columbia.....	12,670	231	1.8	6,348	129	2.0	6,322	102	1.6
Virginia.....	103,948	27,094	26.1	53,157	15,196	28.6	50,791	11,898	23.4
West Virginia.....	76,214	19,911	26.1	39,162	10,850	27.7	37,052	9,061	24.5
Kentucky.....	173,312	55,558	32.1	88,386	30,524	34.5	84,926	25,034	29.5
North Carolina.....	99,797	45,324	45.4	51,757	24,592	47.5	48,040	20,732	43.2
Tennessee.....	142,267	61,316	43.1	73,004	33,536	45.9	69,263	27,780	40.1
South Carolina.....	45,200	15,328	33.9	22,984	8,242	35.9	22,216	7,086	31.9
Georgia.....	96,137	35,972	37.4	49,475	20,018	40.5	46,662	15,954	34.2
Alabama.....	77,782	31,788	40.9	40,156	17,442	43.4	37,626	14,346	38.1
Florida.....	17,028	5,581	32.8	8,708	3,047	35.0	8,320	2,534	30.5
Mississippi.....	57,805	16,860	29.2	29,694	9,624	32.4	28,111	7,236	25.7
Missouri.....	250,789	40,880	16.3	127,940	23,252	18.2	122,849	17,628	14.3
Arkansas.....	72,133	31,668	43.9	37,249	17,229	46.3	34,884	14,439	41.4
Louisiana.....	54,072	14,363	26.6	26,995	7,565	28.0	27,077	6,798	25.1
Texas.....	138,719	39,707	28.6	71,635	22,762	31.8	67,084	16,945	25.3
Total.....	1,513,181	448,146	29.6	774,849	247,723	31.9	738,332	200,423	27.1
California.....	77,934	1,517	1.9	39,077	821	2.1	38,857	696	1.8
Oregon.....	13,617	1,112	6.0	9,460	687	7.3	9,157	425	4.6
Nevada.....	3,728	37	1.0	1,863	17	0.9	1,865	20	1.1
Colorado.....	13,026	1,575	12.1	6,643	785	11.8	6,383	790	12.4
Arizona.....	2,321	551	23.7	1,297	334	25.8	1,024	217	21.2
Washington.....	6,955	330	4.7	3,651	207	5.7	3,304	123	3.7
Idaho.....	2,730	192	7.0	1,397	108	7.7	1,333	84	6.3
Utah.....	17,735	1,904	10.7	9,000	1,072	11.9	8,735	832	9.5
Montana.....	2,060	55	2.7	1,058	28	2.6	1,002	27	2.7

TABLE 10, from the Census of 1880, showing the illiteracy, &amp;c.—Continued.

Territories.	White persons from 10 to 14 years of age, both inclusive.			White males from 10 to 14 years of age, both inclusive.			White females from 10 to 14 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Dakota.....	11,481	621	5.4	6,040	355	5.9	5,441	266	4.9
Wyoming.....	1,218	58	4.8	654	38	5.8	564	20	3.5
New Mexico .....	12,479	7,774	62.3	6,484	3,910	60.3	5,995	3,864	64.5
Total ..	170,284	15,726	9.2	86,624	8,362	9.6	83,660	7,364	8.8
Grand total .....	4,880,531	579,194	11.8	2,482,572	322,392	12.9	2,397,959	256,892	10.7

TABLE 11, from the Census of 1880, showing the illiteracy of white persons fifteen to twenty years old, both ages inclusive.

States.	White persons from 15 to 20 years of age, both inclusive.			White males from 15 to 20 years of age, both inclusive.			White females from 15 to 20 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Maine .....	76,848	3,342	4.3	37,898	1,789	4.7	38,950	1,553	4.0
New Hampshire .....	39,283	2,281	5.8	19,127	1,127	5.9	20,156	1,154	5.7
Vermont .....	38,203	1,599	4.2	19,134	943	4.9	19,069	656	3.4
Massachusetts.....	205,162	7,038	3.4	97,256	3,319	3.4	107,906	3,719	3.4
Rhode Island.....	31,049	2,811	9.1	14,705	1,400	9.5	16,344	1,411	8.6
Connecticut.....	70,645	2,151	3.0	34,436	1,051	3.1	36,209	1,100	3.0
New York.....	595,600	13,973	2.3	281,106	6,954	2.5	314,494	7,019	2.2
New Jersey.....	131,080	3,217	2.5	63,206	1,785	2.8	67,874	1,432	2.1
Pennsylvania.....	512,709	16,327	3.2	249,344	8,901	3.6	263,365	7,426	2.8
Ohio.....	392,752	10,409	2.7	192,080	5,930	3.1	200,672	4,479	2.2
Michigan.....	195,412	5,517	2.8	99,033	3,459	3.5	96,379	2,058	2.1
Indiana .....	259,124	10,081	3.9	128,226	5,650	4.4	130,898	4,431	3.4
Wisconsin .....	171,375	4,284	2.5	84,796	2,243	2.6	86,579	2,041	2.4
Illinois.....	394,785	13,657	3.5	195,115	7,619	3.9	199,670	6,038	3.0
Minnesota.....	97,206	2,544	2.6	49,317	1,402	2.8	47,889	1,142	2.4
Iowa.....	210,208	3,471	1.7	106,373	2,091	2.0	103,835	1,380	1.3
Nebraska .....	49,669	960	1.9	25,831	536	2.1	23,838	424	1.8
Kansas .....	110,756	2,352	2.1	57,230	1,430	2.5	53,526	922	1.7
Total .....	3,581,866	106,014	2.9	1,754,213	57,629	3.2	1,827,653	48,385	2.6
Delaware.....	15,401	867	5.6	7,554	448	5.9	7,847	419	5.3
Maryland .....	90,258	4,613	5.1	43,364	2,503	5.8	46,894	2,110	4.5
District of Columbia.	13,521	188	1.4	6,001	100	1.7	7,520	88	1.2
Virginia .....	101,412	16,594	16.4	49,505	8,944	18.1	51,907	7,650	14.7
West Virginia.....	72,246	9,986	13.8	35,908	5,152	14.3	36,338	4,834	13.3
Kentucky.....	176,525	34,216	19.4	87,312	17,954	20.6	89,213	16,262	18.2
North Carolina.....	103,927	30,271	29.1	51,308	15,052	29.3	52,619	15,219	28.9
Tennessee.....	141,064	36,177	25.6	69,703	18,468	26.5	71,361	17,709	24.8
South Carolina.....	44,988	10,114	22.5	21,803	5,212	23.9	23,185	4,902	21.1



## LXVI REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE 11, from the Census of 1880, showing the illiteracy of white persons, &amp;c.—Continued.

States and Territories.	White persons from 15 to 20 years of age, both inclusive.			White males from 15 to 20 years of age, both inclusive.			White females from 15 to 20 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Georgia .....	96,856	21,269	22.0	46,712	10,827	23.2	50,144	10,442	20.8
Alabama .....	79,999	19,805	24.8	38,501	10,117	26.3	41,498	9,688	23.3
Florida .....	16,396	3,297	20.1	7,951	1,755	22.1	8,445	1,542	18.3
Mississippi .....	56,369	8,799	15.6	27,602	4,828	17.5	28,767	3,971	13.8
Missouri .....	261,781	21,706	8.3	129,153	11,991	9.3	132,628	9,715	7.3
Arkansas .....	67,311	16,639	24.7	33,586	8,524	25.4	33,725	8,115	24.1
Louisiana .....	53,673	9,775	18.2	25,100	4,959	19.8	28,573	4,816	16.9
Texas .....	135,429	19,088	14.1	68,086	10,731	15.8	67,343	8,357	12.4
Total .....	1,527,156	263,404	17.2	749,149	137,565	18.3	778,007	125,839	16.2
California .....	86,665	1,948	2.2	43,299	1,221	2.8	43,366	727	1.7
Oregon .....	19,039	327	1.7	9,820	218	2.2	9,219	109	1.2
Nevada .....	3,915	71	1.8	2,081	61	2.9	1,834	10	0.5
Colorado .....	17,299	1,306	7.5	10,285	573	5.6	7,014	733	10.5
Arizona .....	3,188	723	22.7	1,795	403	22.5	1,393	320	22.9
Washington .....	6,700	88	1.3	3,471	59	1.7	3,229	29	0.9
Idaho .....	2,728	82	3.0	1,508	58	3.8	1,220	24	2.0
Utah .....	17,460	848	4.9	8,590	498	5.8	8,870	350	3.9
Montana .....	2,615	51	2.0	1,587	35	2.2	1,028	16	1.6
Dakota .....	12,238	330	2.7	6,503	175	2.7	5,735	155	2.7
Wyoming .....	1,695	31	1.8	993	25	2.5	702	6	0.9
New Mexico .....	13,103	8,200	62.6	6,379	3,324	52.1	6,724	4,876	72.5
Total .....	186,645	14,005	7.5	96,311	6,650	6.9	90,334	7,355	8.1
Grand total .....	5,295,667	383,423	7.2	2,599,673	201,844	7.7	2,695,994	181,579	6.7

TABLES 12 AND 13 FROM THE CENSUS OF 1880.

Tables 12 and 13, from the Census, show the whole number of the colored minors, male and female, between ten and fourteen years and between fifteen and twenty years (both ages inclusive), and the illiterates of corresponding sex and age, with the percentage of such illiteracy :

TABLE 12, from the Census of 1880, showing the illiteracy of colored persons ten to fourteen years old, both ages inclusive.

States.	Colored persons from 10 to 14 years of age, both inclusive.			Colored males from 10 to 14 years of age, both inclusive.			Colored females from 10 to 14 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Maine .....	190	27	14.2	96	11	11.5	94	16	17.0
New Hampshire .....	64	4	6.3	28	3	10.7	36	1	2.8
Vermont .....	134	12	9.0	71	6	8.5	63	6	9.5
Massachusetts .....	1,504	31	2.1	765	18	2.4	739	13	1.8
Rhode Island .....	531	49	9.2	258	25	9.7	273	24	8.8
Connecticut .....	1,006	64	6.4	481	31	6.4	525	33	6.3



TABLE 12, from the Census of 1880, showing the illiteracy of colored persons, &amp;c.—Continued.

States and Territories.	Colored persons from 10 to 14 years of age, both inclusive.			Colored males from 10 to 14 years of age, both inclusive.			Colored females from 10 to 14 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
New York.....	5,464	528	9.7	2,678	273	10.2	2,786	255	9.2
New Jersey.....	3,855	686	17.8	1,921	361	18.8	1,934	325	16.8
Pennsylvania.....	8,094	1,155	14.3	3,962	600	15.1	4,132	555	13.4
Ohio.....	9,164	925	10.1	4,648	489	10.5	4,516	436	9.7
Michigan.....	2,454	439	17.9	1,231	244	19.8	1,223	195	15.9
Indiana.....	4,469	699	15.6	2,223	352	15.8	2,246	347	15.4
Wisconsin.....	710	152	21.4	378	87	23.0	332	65	19.6
Illinois.....	5,203	1,389	26.7	2,651	736	27.8	2,552	653	25.6
Minnesota.....	396	127	32.1	197	73	37.1	199	54	27.1
Iowa.....	1,121	123	11.0	581	58	9.9	537	65	12.1
Nebraska.....	252	40	15.9	119	17	14.3	133	23	17.3
Kansas.....	5,625	1,633	29.1	2,883	889	30.5	2,742	749	27.3
Total.....	50,236	8,088	16.1	25,174	4,273	16.9	25,062	3,815	15.2
Delaware.....	3,075	1,453	47.3	1,572	754	48.0	1,503	699	46.5
Maryland.....	24,603	11,086	45.1	12,289	5,693	46.3	12,314	5,393	43.8
District of Columbia..	5,735	853	14.9	2,717	430	15.8	3,018	423	14.0
Virginia.....	83,209	53,843	64.7	42,204	28,109	66.6	41,005	25,734	62.8
West Virginia.....	3,195	1,324	41.4	1,691	727	43.0	1,504	597	39.7
Kentucky.....	34,068	21,370	62.7	17,255	11,326	65.6	16,813	10,044	59.7
North Carolina.....	68,493	51,889	75.8	34,775	26,676	76.7	33,718	25,213	74.8
Tennessee.....	52,817	35,419	67.1	26,617	18,280	68.7	26,200	17,139	65.4
South Carolina.....	76,981	57,072	74.1	39,323	29,314	74.5	37,658	27,758	73.7
Georgia.....	94,522	73,930	78.2	48,496	38,222	78.8	46,026	35,708	77.6
Alabama.....	77,036	57,905	75.2	39,626	30,153	76.1	37,410	27,752	74.2
Florida.....	15,947	10,676	66.9	8,065	5,425	67.1	7,862	5,251	66.8
Mississippi.....	84,238	58,806	69.8	43,231	30,366	70.2	41,007	28,440	69.4
Missouri.....	18,030	7,823	43.4	9,101	4,169	45.8	8,929	3,654	40.9
Arkansas.....	25,815	18,658	72.3	13,230	9,605	72.6	12,585	9,053	71.9
Louisiana.....	57,914	41,919	72.4	29,586	21,603	73.0	28,328	20,316	71.7
Texas.....	52,055	37,384	71.8	26,259	19,165	73.0	25,796	18,219	70.6
Total.....	777,733	541,410	69.6	396,057	280,017	70.7	381,676	261,393	68.5
California.....	2,875	1,199	41.7	1,638	613	37.4	1,237	586	47.4
Oregon.....	367	142	38.7	229	94	41.0	138	48	34.8
Nevada.....	322	148	46.0	187	79	42.2	135	69	51.1
Colorado.....	181	20	11.0	89	13	14.6	92	7	7.6
Arizona.....	457	149	32.6	238	66	27.7	219	83	37.9
Washington.....	662	247	37.3	365	135	37.0	297	112	37.7
Idaho.....	45	14	31.1	28	8	28.6	17	6	35.3
Utah.....	123	58	47.2	60	33	55.0	63	25	39.7
Montana.....	268	138	51.5	144	86	59.7	124	52	41.9
Dakota.....	203	103	50.7	94	49	52.1	109	54	49.5
Wyoming.....	27	10	37.0	15	6	40.0	12	4	33.3
New Mexico.....	1,156	1,045	90.4	591	525	88.8	565	520	92.0
Total.....	6,686	3,273	48.8	3,678	1,707	46.4	3,008	1,566	52.0
Grand total.....	834,655	552,771	66.2	424,909	285,997	67.3	409,746	266,774	65.1

TABLE 13, from the Census of 1880, showing the illiteracy of colored persons fifteen to twenty years old, both ages inclusive.

States and Territories.	Colored persons from 15 to 20 years of age, both inclusive.			Colored males from 15 to 20 years of age, both inclusive.			Colored females from 15 to 20 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Maine.....	230	50	21.7	117	18	15.4	113	32	28.3
New Hampshire.....	82	9	11.0	37	6	16.2	45	3	6.7
Vermont.....	132	15	11.4	60	10	16.7	72	5	6.9
Massachusetts.....	1,886	70	3.7	847	37	4.4	1,039	33	3.2
Rhode Island.....	551	61	11.1	246	32	13.0	305	29	9.5
Connecticut.....	1,278	100	7.8	641	45	7.0	637	55	8.6
New York.....	7,013	763	10.9	3,083	367	11.9	3,930	396	10.1
New Jersey.....	4,430	670	15.1	2,075	292	14.1	2,355	378	16.1
Pennsylvania.....	9,691	1,327	13.7	4,162	525	12.6	5,529	802	14.5
Ohio.....	9,735	1,279	13.1	4,639	691	14.9	5,096	588	11.5
Michigan.....	2,909	594	20.4	1,370	298	21.8	1,539	296	19.2
Indiana.....	4,837	858	17.7	2,274	411	18.1	2,563	447	17.4
Wisconsin.....	712	192	27.0	359	106	29.5	353	86	24.4
Illinois.....	5,307	1,185	22.3	2,559	598	23.4	2,748	587	21.4
Minnesota.....	453	144	31.8	222	76	34.2	231	68	29.4
Iowa.....	1,229	191	15.5	651	112	17.2	578	79	13.7
Nebraska.....	233	66	28.3	124	27	21.8	159	39	24.5
Kansas.....	5,236	1,452	27.7	2,490	728	29.2	2,746	724	26.4
Total.....	55,994	9,026	16.1	25,956	4,379	16.5	30,038	4,647	15.4
Delaware.....	3,512	1,680	47.8	1,819	863	47.4	1,693	817	48.3
Maryland.....	26,568	12,729	47.9	12,423	6,155	49.5	14,145	6,574	46.5
District of Columbia..	6,523	1,490	22.8	2,490	519	20.8	4,033	971	24.1
Virginia.....	77,629	47,477	61.2	37,024	23,629	63.8	40,605	23,848	58.7
West Virginia.....	3,352	1,276	38.1	1,728	666	38.5	1,624	610	37.6
Kentucky.....	35,806	21,787	60.8	17,250	11,092	64.3	18,556	10,695	57.6
North Carolina.....	67,003	45,902	68.5	32,678	22,174	67.9	34,325	23,728	69.1
Tennessee.....	51,730	32,137	62.1	24,930	15,808	63.4	26,800	16,329	60.9
South Carolina.....	73,640	52,936	71.9	34,465	24,105	69.9	39,175	28,831	73.6
Georgia.....	91,920	70,234	76.4	43,709	33,185	75.9	48,211	37,049	76.8
Alabama.....	75,947	56,897	74.9	35,928	26,673	74.2	40,019	30,224	75.5
Florida.....	15,669	9,991	63.8	7,032	4,392	62.5	8,637	5,599	64.8
Mississippi.....	78,415	52,825	67.4	36,502	24,167	66.2	41,913	28,658	68.4
Missouri.....	20,042	8,064	40.2	9,561	4,077	42.6	10,481	3,987	38.0
Arkansas.....	23,466	16,371	69.8	11,143	7,596	68.2	12,323	8,775	71.2
Louisiana.....	52,072	38,721	74.4	23,536	17,476	74.3	28,536	21,245	74.4
Texas.....	48,141	33,309	69.2	22,572	15,635	69.3	25,569	17,674	69.1
Total.....	751,435	503,826	67.0	354,790	238,212	69.6	396,645	265,614	66.9
California.....	13,763	4,041	29.4	11,764	2,860	24.3	1,999	1,181	59.1
Oregon.....	2,065	551	26.7	1,893	481	25.4	172	70	40.7
Nevada.....	1,096	368	33.6	825	236	28.6	271	132	48.7
Colorado.....	441	83	18.8	271	58	21.4	170	25	14.7
Arizona.....	756	236	31.2	539	136	25.2	217	100	46.1
Washington.....	1,236	329	26.6	928	191	20.6	308	138	44.8
Idaho.....	191	37	19.4	182	30	16.5	9	7	77.8
Utah.....	237	113	47.7	157	60	38.2	80	53	66.2
Montana.....	354	161	45.5	225	83	36.9	129	78	60.5

TABLE 13, from the Census of 1880, showing the illiteracy of colored persons, &amp;c.—Continued.

Territories.	Colored persons from 15 to 20 years of age, both inclusive.			Colored males from 15 to 20 years of age, both inclusive.			Colored females from 15 to 20 years of age, both inclusive.		
	Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.		Enumerated.	Returned as unable to write.	
	Number.	Number.	Per cent.	Number.	Number.	Per cent.	Number.	Number.	Per cent.
Dakota .....	213	103	48.4	103	52	50.5	110	51	46.4
Wyoming .....	134	28	20.9	108	23	21.3	26	5	19.2
New Mexico .....	1,402	1,305	93.1	736	667	90.6	666	638	95.8
Total .....	21,888	7,355	33.6	17,731	4,877	27.5	4,157	2,478	59.6
Grand total .....	829,317	520,207	62.7	398,477	247,468	62.1	430,840	272,739	63.3

A comparison of these tables with the tenth and eleventh, previously given, will enable the reader to see how great is the need for special effort toward the cultivation and improvement of the colored youth in our nation. The surplus of percentage of colored minor over white minor illiteracy for the Union as a whole is 55.

*Minor illiteracy compared by age, race, sex, and location.*

Age.	Race.	Northern group.			Southern group.			Pacific group.			The Union.		
		Male.	Female.	Both sexes.	Male.	Female.	Both sexes.	Male.	Female.	Both sexes.	Male.	Female.	Both sexes.
10—14	{ Colored.....	16.9	15.2	16.1	70.7	68.5	69.6	46.4	52.0	48.8	67.3	65.1	66.2
	{ White.....	4.0	3.1	3.6	31.9	27.1	29.6	9.6	8.8	9.2	12.9	10.7	11.8
	Surplus of colored.	12.9	12.1	12.5	38.8	41.4	40.0	36.8	43.2	39.6	54.4	54.4	54.4
15—20	{ Colored.....	16.5	15.4	16.1	69.6	66.9	67.0	27.5	59.6	33.6	62.1	63.3	62.7
	{ White.....	3.2	2.6	2.9	18.3	16.2	17.2	6.9	8.1	7.5	7.7	6.7	7.2
	Surplus of colored.	13.3	12.8	13.2	51.3	50.7	50.8	20.6	51.5	26.1	54.4	56.6	55.5

BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE UNION.

NEW ENGLAND STATES—MAINE.

There was here an evident improvement in school-houses, 180 more being reported in good condition. The valuation of school property, accordingly, was \$22,934 higher. Expenditures and receipts for public schools were also increased by over \$41,000; teachers received better pay, and 42 more of them were graduates of normal schools, while 4,713 had had some experience. Hence, out of a school population less by 729, there were 240 more brought into the public schools. From some cause, however, probably from the fact that under 20 per cent. of all the teachers were thoroughly fitted for school work, the average attendance did not correspond with the increased enrolment, but fell off 3,615; the average school term was also 2 days shorter. For the first time we learn that, of 483 towns reported, 437 were well supplied with text books, that 384 had uniformity in

these, and that 37 schools had globes, 1,476 had wall maps, 21 also having charts. The superintendent thinks that on the whole there was a gain in the quality of schools, but that any great improvement is impossible till a township system supersedes the district system generally.

## NEW HAMPSHIRE.

There was here a decrease of 1,106 in public school enrolment and of 5,023 in average daily attendance, 730 more youth of school age being out of school, although private schools enrolled 486 more; the average public school term was shortened by more than 8 days; there was a decrease in the estimated value of public school property, in the average pay of teachers, and in the number of these from normal schools. More public schools were taught, however; more of them were graded and high, and more were supplied with maps and globes; 125 more teachers were employed, and 105 more taught for successive terms.

## VERMONT.

Enrolment in public schools was 592 less and in private schools 383 more than in 1880, but the average daily attendance on public schools was 1,094 more, an increase of nearly 2 per cent. on the number enrolled. Fewer public schools were taught, the term was a day shorter, and the whole expenditure \$7,033 less. Fewer men and more women were employed, but the average monthly pay of men was \$1.92 greater and that of women 60 cents less. The ungraded district schools, which enroll six-sevenths of the pupils, suffer from a tendency of the population to collect in business centres, thus leaving the rural districts thinly populated and schools generally poorly sustained. Graded schools, however, were more numerous and improved in quality.

## MASSACHUSETTS.

The statistics show about 5,000 more children of school age, 18,000 more of all ages in public schools, 19 fewer in average daily attendance, 784 more in average membership, and 378 fewer attending private and academic schools than during 1879-'80. More pupils attended public high schools and more were in average attendance on evening schools, although the enrolment in the latter was slightly less. The number of public schools increased by 431 and the average term by 1 day. The average monthly pay of teachers was increased by \$18 for men and \$7.90 for women, and the whole expenditure for public school purposes by \$619,811. Among other evidences of popular interest in the schools the report notes the amount of money raised for their support, which allowed \$18.47 for every child of legal school age; the large attendance on public schools; the efforts teachers were making to prepare themselves for their work by attendance on normal schools and institutes, and the increase of institutes and similar educational meetings.

## RHODE ISLAND.

This State reports an increase of 804 in youth 5 to 15 years of age and of 386 in the enrolment, with a decrease of 120 in the average number belonging and of 279 in average daily attendance; fewer public school buildings by 2, but an increase of \$60,322 in the value of school property; 6 more schools taught, the average term being 2 days longer; 170 more teachers employed in day and evening public schools and 78 more who had been trained in normal schools; an increase of \$5.76 in the average monthly pay of men, a decrease of \$1.10 in that of women, and \$5,737 more expended for public school purposes. The increase of absence from the schools is deplored by the State board, which reports 12,730 youth of school age as not attending, while 2,551 attended for less time than the 12 weeks required by law. To the evils inseparable from the district system the board chiefly ascribes these poor results, and recommends that municipalities desiring to do so be allowed to abolish the system; also, that there be a more effective compulsory attendance law and better local supervision.



## CONNECTICUT.

There was here an increase of 3,510 in youth 4 to 16 years of age, but the enrolment in public schools and in schools of all kinds decreased, and more children of school age by 3,980 did not attend any school. Still, more public schools were taught, the expenditure for them was \$68,316 greater, and the average term was a little longer. Six more schools were graded; and, although 4 fewer houses were built, 10 more were reported in good or fair condition. The decrease in attendance shown will not, it is claimed, justify the inference that education was considered less important than heretofore. It is thought that the attendance on private schools was greater than the number given, these schools not being required by law to report to the school authorities. The decrease in public school enrolment is explained by the facts (1) that increased business prosperity caused more youth of school age to be withdrawn for work and (2) that a larger number than usual of children under 5 were excluded. Almost all the youth 8 to 14 were, it is believed, in attendance on some school for a portion of the year.

## MIDDLE ATLANTIC STATES—NEW YORK.

With an increase of nearly 21,000 in the number of youth 5 to 21 years of age, there was a decrease of over 10,000 in public school enrolment and of over 13,000 in average daily attendance, private school attendance having also decreased slightly. This decline in school attendance is ascribed by the superintendent to the business activity of the year, which led many of the youth over 14 to leave school for work. He thinks the schools increased in efficiency in greater proportion than the attendance fell off, and that the results attained justified the expenditure, which was \$511,026 greater than the previous year. There were 205 more pupils in academies, 191 more in normal schools, 2,610 more in colleges, 490 more in medical schools, and 50 fewer in law schools, the total loss in attendance on all classes being 7,123. The figures show a smaller number of public school-houses, but a greater estimated value of school property; 23,498 fewer volumes in district school libraries; an average school term 1 day shorter; fewer men and more women teaching, but a slight increase in their average pay; 27 more teachers licensed through normal schools, 188 more by local officers, and 119 fewer by the State superintendent.

## NEW JERSEY.

For the first time in many years there appear evidences of decline in school work. With an increase of 4,946 in the number of youth 5 to 18 years of age, there was a decrease of 1,419 in the number attending public schools (with 126 more in private or church schools), the average daily attendance on public schools being 5,142 less and the number not in any school 5,995 greater. The average public school term was 2 days shorter and the average pay of teachers decreased, as did also the number of men teaching, their places being filled by women. There were, however, more certificates of a higher and fewer of a lower grade issued to teachers, and more evening schools were taught, their terms being a little longer and the attendance greater.

## PENNSYLVANIA.

With about a million and a half of youth of school age, there were 931,749 enrolled in public and 26,710 in private schools, a decrease for the year of 5,561 in public and of 842 in private schools. The number of public graded schools increased, as did the expenditure for public schools and the value of school property. Throughout the State, exclusive of Philadelphia, which does not report on these points, drawing was taught in 693 more public schools and the higher branches in 82 more. There were more first class public school-houses and more with suitable furniture; fewer were reported badly ventilated, but more as "unfit for use." Improvement in the quality of teaching is indicated by an increased number of teachers with long experience (649 more having been employed over five years continuously), as well as by the fact that 158 more had attended State normal schools and 138 more were graduates of such schools.



## DELAWARE.

Here the statistics show an increase during the year of 1,826 in school population and of 1,299 pupils enrolled in free schools. The average pay of teachers in schools for whites was slightly increased, as also was the number of schools taught, although the average term was 5 days shorter. Attendance on colored schools diminished by 226, while the number of that race within the school age was 198 greater. In 1881, for the first time, the State recognized its obligation to aid in the education of the colored people by making an appropriation of \$2,400 from the treasury for their schools.

## MARYLAND.

This State reports a decrease of 3,522 in the whole public school enrolment and of 6,039 in average daily attendance; of 3,293 in the enrolment of colored pupils and of 1,167 in their average attendance; of 5 schools taught, but \$60,214 more expended on them. A severe winter and unusual sickness are said to account in part for this falling off; but the main difficulty in the way of improvement is the inadequacy of school revenues. The Census of 1880 reveals the presence in the State of 134,488 illiterates over 10 years of age, 90,172 of them being colored. In order to drive this army of illiterates from the field more money is necessary, and, as the superintendent says, "The people of Maryland, however willing, do not feel able to increase their taxes."

## VIRGINIA.

With only 858 more youth of school age reported, there was an increase of 18,310 in public school enrolment and of 6,083 in average daily attendance, a very fair proportion of this advance being in attendance of colored pupils. More pupils studied the higher branches, more were supplied with free text books, more schools were taught, more were graded, the average school term was  $4\frac{1}{2}$  days longer, and \$154,130 more were expended on schools. There were 69 more school-houses built than in 1880, and 288 more were owned by districts, the value of school property having increased by \$21,788. Great benefit to the schools had resulted from the improvement of teachers in methods of instruction, due to their attendance on normal institutes, held by means of aid received from the Peabody fund.

## SOUTH ATLANTIC STATES—NORTH CAROLINA.

An increase appears of 2,010 in the number of white youth 6 to 21, and of 6,738 in that of colored youth, with 3,830 more white and 11,280 more colored enrolled in public schools, the whole increased enrolment of both races being 15,110, against an increase of only 8,748 in youth of school age. There were \$56,777 more expended during the year for public schools, but the State school fund decreased by \$100,000. A want of uniformity in statistics for the two years in respect to average attendance and some other points renders of little value any comparison which might be instituted. The figures show a decrease in average attendance of 4,982 for both races, but a full report was not made for either of the two years. Much was done to improve the teaching force by a number of normal schools, more or less permanent in character, established by religious associations in other States.

## SOUTH CAROLINA.

The statistics show an increase of 120 white and a decrease of 734 colored pupils enrolled in public schools, the average attendance of neither race being reported; 84 more public schools taught, at an added cost of \$21,006, the average term for the State being  $3\frac{1}{2}$  days longer; 190 more school-houses and 91 more owned by districts, school property being valued at \$84,272 more than the preceding year; a slight increase in the average monthly payment of teachers; and a decrease of 22 in the number of white teachers, with an increase of 100 in that of colored employed. The decrease in attendance of colored

pupils was due in some cases to the unusually severe winter weather and in others to the use of school funds for the improvement and erection of school-houses, leaving little for tuition. The superintendent says there are evidences of progress which cannot be expressed in figures. Among them are mentioned the holding of two State normal institutes, one for white and one for colored teachers, which, besides their other good results, aroused a deeper popular interest in the schools. Educational questions, he says, are now more often discussed in the newspapers, in public meetings, and in general conversation; there was increased efficiency in educational officers; the school fund was better administered; and popular prejudice against free public schools was diminishing.

## GEORGIA.

With 461,016 youth 6 to 18 years of age in 1880, there were 244,197 pupils enrolled in public schools in 1881. There was an increase of 3,022 in white pupils and of 4,642 in colored, the whole increased enrolment being 7,664, with 4,718 more in average daily attendance. There were, however, 1,662 fewer pupils reported in elementary private schools, 1,211 fewer in academic and 2,245 fewer in collegiate institutions. The number of public schools increased by 139, and the money raised for their support by \$27,504.

## FLORIDA.

In the absence of statistics for 1880-'81, no comparison of the educational condition of that year with the preceding one can be made. Even the secretary and agent of the Peabody fund trustees, on whom the State has to depend for special aid towards the improvement of its schools, has not been able to obtain statistics later than for 1879-'80. There was at that time a public school enrolment of 39,315 pupils out of 74,213 youth 4 to 21 years of age—nearly 53 per cent.—with an average daily attendance of 27,046.

## GULF STATES—ALABAMA.

The public schools received in 1880-'81 \$9,466 more for their support than in the previous year and had \$35,225 more spent on them; they also had a larger force of teachers at higher average pay; yet the figures which indicate results are almost wholly on the losing side, enrolment having diminished by 3,201 (though the United States Census shows a much larger number of school age to draw from) and average daily attendance on school exercises declining by 2,662. In elementary studies, such as spelling, reading, and writing, there were from 1,782 to 13,476 fewer pupils, and only in the more popular ones of geography and arithmetic an increase; in the former, of 42; in the latter, of 9,653. No explanation is presented in the State report of these temporarily disappointing results in what certainly appears to be a much improved school system.

## MISSISSIPPI.

In this State the results presented are greatly more encouraging. With \$22,683 less raised for public schools and \$72,947 less spent on them and with a smaller school population by 6,726 to draw from for filling them, there were yet 634 more pupils on the rolls, 9,680 more in average belonging, and 3,303 more in average daily attendance. Considering the low estate and poor condition of the great body of the colored people, the number of their children put into the schools and going to make up this large increase in attendance is very remarkable.

## LOUISIANA.

With 16,191 more youth of age for public-school instruction, with 195 more public schools to receive these, and with an increase of \$29,626 in expenditure for support of the State schools, giving an average pay of \$4 more a month for teachers, there were yet 6,070 fewer pupils brought under instruction in the State system. Lack of such teachers as

longer terms of school and consequently better annual pay would bring into the service; lack of good school-houses, with the needful appliances for comfort; and lack of efficient local supervision, which can only be obtained through more remunerative salaries than are now given to the few existing parish superintendents, are among the reasons indicated in the State report for this disappointing educational condition.

## TEXAS.

The original returns for 1880-'81 having been consumed by a fire in the State office and duplicates of these having been in many cases unattainable, the statistics of only 109 counties against 132 in the preceding year appear in the State report. Any fair comparison of year with year cannot, of course, be made in such circumstances. The figures, as presented, appear to indicate retrogression at every point; but the secretary of the State board of education, whose opportunities for knowledge of all the facts were of the best, declares that there was large increase in the number of the public schools maintained, and also of the pupils in them. He admits, however, that the system is defective, and that there can be no approach to perfection in the working of it till there is more effective supervision, with better teachers, longer school terms, and permission to lay general local taxes to supplement State school funds.

## SOUTHERN CENTRAL STATES—ARKANSAS.

Here we find an increase for the year of 27,772 pupils enrolled in the public schools, while only 25,294 more youth 6 to 21 were reported in the State; a corresponding increase in teachers and school-houses, school property valued at \$84,517 more; and \$150,356 more applied to public school purposes.

## KANSAS.

The statistics from this State show progress at almost all points. With an increased enumeration of 7,532 youth 5 to 21, there were 17,600 more pupils enrolled in public schools and 2,109 more in daily average attendance. More school districts reported and more had uniform text books; public school-houses increased in number and school property in value; the average term was 10 days longer and the public school expenditure was \$158,010 more. The average monthly pay of teachers, however, decreased by \$2.26 for men and \$2.21 for women.

## MISSOURI.

Missouri reports 741,632 youth 6 to 20 years of age and 488,091, or nearly 66 per cent., enrolled in public schools, an increase for the year of 11,715 in the number enrolled. There were 172 more schools for whites taught and 9 more for colored; 17,807 more sittings were provided, the value of school property increasing by \$168,294 and the whole amount expended for school purposes by \$316,561.

## KENTUCKY.

With 483,404 white youth 6 to 20 years of age in the State there were 238,440, or not quite 50 per cent., enrolled in public schools, and only 149,226 in average daily attendance, a decrease of 6,918 enrolled and 8,992 in average attendance, with an increase of 4,807 in youth of school age. The colored school population (6 to 16) numbered 70,234, but the enrolment of these is not reported. Fifty-three more districts sustained schools for white and 21 more schools for colored children; 29 more school-houses for whites were reported, the value of their school property increasing by \$166,697 and the whole expenditure for public schools by \$381,124.

## TENNESSEE.

The statistics here show 545,875 youth 6 to 21, 283,468 enrolled in public schools, and 180,509 in average daily attendance, an increase for the year of 1,013 in school popula-

tion, with a decrease of 6,673 in public school enrolment and of 10,952 in average daily attendance. The number of pupils attending private schools also decreased, leaving 12,687 fewer pupils in both classes of schools. An increase of 6,915 appears in the number of colored youth enrolled in public schools, but even with this there was not quite 49 per cent. of the school population in attendance. The decrease of 13,588 white pupils enrolled left about 53 per cent. in the schools. More public schools were taught, also more private and more consolidated schools (the last being a union of the first two); the average public school term was 2 days longer, but the whole expenditure was \$86,853 less, although 926 more teachers were employed and their average pay was only 7 cents a month less. The number of school-houses was 2 more than the previous year, but the estimated value of school property was \$198,282 less, although considerable improvement is reported in school-houses, more than 500 old structures giving place to new ones and many being supplied with better furniture. Such inconsistent statistics are doubtless the result of imperfect reports, 3 counties having failed to report at all in 1880, and 6 in 1881. Possibly, too, some of the serious retrogression above noted may be due to the same cause, since encouraging reports are given of the condition of the schools by the State superintendent and the popular sentiment regarding them is said to be improving.

## WEST VIRGINIA.

The report from this State shows encouraging educational progress: improvement in methods of instruction; a demand for better teachers; an increased interest of parents in the schools; improved school buildings, with better furniture and apparatus; an increased number of county educational meetings held; and provision made by the legislature for the free education of 18 colored normal students at Storer College, Harper's Ferry. There was an increase of 2,353 pupils enrolled in public schools against 3,078 more youth 6 to 21. The increased enrolment of white pupils was nearly equal to the increase in white school population; but the enrolment of colored pupils fell off, while the number of school age increased. Indeed, not quite 48 per cent. of the colored youth of school age attended public schools for any part of the year; and the per cent. of whites attending was only 69. The decrease in average daily attendance was not large, and was about the same for both races, though proportionately much greater for the colored. More public schools were taught and \$44,386 more were expended for school purposes, but the average pay of teachers decreased and the average term of schools was 9 days shorter. More school buildings were reported and the valuation of school property was \$82,609 greater.

## NORTHERN CENTRAL STATES—OHIO.

Ohio reports 1,063,337 youth 6 to 21 years of age, 744,758 enrolled in public schools, and 468,141 in average daily attendance, with 30,362 in private schools, or nearly 73 per cent. of the school population under instruction during some portion of the year. The statistics show an increase during the year of 17,112 in school population, with a decrease of 2,380 enrolled in public schools and an increase of 1,712 in private schools, leaving a small decrease in the number of pupils under instruction in both classes of schools, with a largely increased number to be educated. There was also a decrease of 8,138 in the average daily attendance on public schools. But it must be remembered, in dealing with the statistics of this State, that for some time past each alternate year has been one of depression. The public school enrolment increased largely during 1875-'76, 1877-'78, and 1879-'80, falling off in every intervening year. Comparing the statistics of 1879 and 1881, we find, indeed, about 20,000 more youth to be educated in 1881, with only 10,000 more enrolled in public schools and 8,000 more in average daily attendance, but the per cent. of attendance on enrolment, counting public and private school pupils, was about the same. It appears, too, that, notwithstanding the decrease reported for 1881 in public-school enrolment and average attendance, there were 92 more



school-houses, having 134 more rooms occupied, school property increasing \$252,264 in value; 286 more teachers were employed, though at reduced pay; \$429,173 more were expended for school purposes, and the average term was 5 days longer.

## INDIANA.

Although the annual enumeration showed 10,785 more youth to be instructed in 1880-'81 and although 217 more districts reported schools for such instruction as having been taught in that year, the fine record of the previous year was not maintained. Enrolment in the public schools fell off by 7,428 and average daily attendance on them by 15,358. Even with this falling off the enrolment was about 70.5 per cent. of the youth of school age and the average attendance about 60.7 per cent. of the number enrolled, which would be thought in most States very fair. The private schools in public buildings, which are here allowed by the school law in the intervals of public sessions, were 101 more and enrolled 1,702 more pupils, bringing up a little higher the percentage of all under instruction; while graded schools, with their superior training, though less numerous by 22 in districts, were more so by 125 in townships, giving an absolute increase of 103, making the general average of the public teaching better. The new school-houses, with their greater comforts and advantages, were also 56 more than in the previous year, school property thus rating \$206,225 higher. Receipts and expenditures for public schools showed an increase of \$77,456 in the former and of \$36,904 in the latter.

## ILLINOIS.

In this State, as in Indiana, the year's record was a fair one, but inferior to that of the preceding year. Instead of a public school enrolment that included more than the whole increase in youth of school age and an additional average attendance more than double this large increase of enrolment, there was a decline of 2,414 in one and of 5,780 in the other, attendance on private and church schools also diminishing. Still, here also the enrolment, thus diminished, took in 70 per cent. of the school youth of the State (75.9 per cent., if private and church schools are included), and the average attendance was about 60.7 per cent. of the enrolment. The public schools, too, gained on the private, the latter reported being 34 less, the graded schools in the public system 30 more, with 42 more houses for public schools and an increase of \$1,080,744 in school property as valued. Then receipts for public schools were greater, expenditures for them \$326,472 more, and the average pay of teachers of both sexes considerably better than for two preceding years.

## MICHIGAN.

Michigan, with more than 518,000 youth of school age (5 to 20), had 371,743 attending public and 19,788 attending private schools, or over 71 per cent. of the school population enrolled in public schools and over 75 per cent. in both classes, an increase for the year of 12,073 in school population and of 9,187 in public school enrolment, with 934 more in private schools. There were 175 more public school-houses, with 8,595 more sittings, school property being valued at \$406,857 more, and 17,891 more volumes were reported in public school libraries. There was an increase in the number of teachers employed and in the number attending State institutes. The permanent school fund was \$159,241 more and \$307,683 more were expended on public schools, although the average pay of teachers decreased slightly; the average term of schools was 4 days longer.

## WISCONSIN.

Wisconsin reports over 300,000 pupils in public and 26,252 in private schools out of 491,358 youth 4 to 20 years of age. Counting 4,724 who attended State normal schools and academies gives us over 67 per cent. of the school population attending. There were also 2,971 students in collegiate and theological schools (an increase for the year of



384), besides 1,938 under instruction in benevolent institutions. Comparing these statistics with those of the previous year we find 8,129 more youth of school age, but only 665 more enrolled in public schools, while the average daily attendance decreased by 6,632. There were more pupils in private schools, however, by 314. There were fewer public schools taught by 141, but more of these were graded and high, and the average term was over 13 days longer; the expenditure for public schools was \$48,331 more; the amount of public school fund increased by \$42,370, and the normal school fund by \$27,793, while there were smaller advances in the university and agricultural college funds. The superintendent finds in the above, and in other facts, evidence of a steady and healthful advancement. He reports greater harmony and zeal in the management and teaching of the schools; more apparent willingness to remedy defects in the system; a slight growth of sentiment favorable to the employment of better teachers for longer terms; a wider dissemination of information in respect to hygienic laws in their application to school-houses, grounds, and the care of children while in school; and a marked progress in methods of instruction in the country schools, through the adoption of a graded course of study.

## MINNESOTA.

Owing to the death of State Superintendent Burt before completing his report for 1880-'81, full statistics for that year cannot be obtained. The return sent by his successor shows a decrease of 2,970 in public school pupils enrolled and of \$239,622 expended for them, but an increase of 6 days in the average school term, of 356 in the number of teachers (who received a slight advance in pay), of \$559,559 in the estimated value of public school property, and of \$385,748 in the State school fund.

## IOWA.

With 594,730 youth 5 to 21 years of age, there were 431,513, or over 72 per cent., enrolled in public schools and more than 15,000 attending private schools, which raised the percentage of pupils under instruction to 75. There was an increase for the year of 8,174 in youth of school age, which was nearly met by an increased enrolment of 5,456 in public and of 2,374 in private schools, but the average attendance on public schools decreased by 5,748. More school-houses were reported, at an increased valuation of \$290,250; more teachers were employed, their average monthly pay was slightly advanced, and the permanent school fund was increased by \$62,713.

## NEBRASKA.

Here the public schools enrolled 100,776 out of 152,824 youth 5 to 21, or about 66 per cent., but only 65,504 were in average daily attendance. The number of pupils in private or church schools was not reported. A comparison of these figures with those of the previous year shows an advance in nearly all respects. There were 10,476 more youth of school age, 8,227 more enrolled in public schools, and 5,348 more in average daily attendance. With an increase of 269 in school districts there were 517 more having school 6 months and over, while fewer reported no schools and the average term for the State was a day longer. More teachers were employed, at a slight advance in average pay; \$27,108 more were expended for public school purposes and the permanent State school fund increased by \$1,803,348.

## COLORADO.

In this State, out of 40,804 youth 6 to 21 years of age, 26,000, or 63 per cent., were enrolled in public schools, 14,649 being in average daily attendance. The number attending private and church schools was not reported. An advance for the year appears of 3,881 in pupils enrolled and of 2,031 in average daily attendance, with 5,238 more of

## LXXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

school age, which was met by an addition of 5,977 sittings for pupils in 22 school buildings, 112 more teachers, and \$161,624 more expended on the schools. There were 1,395 more volumes in the school libraries, the valuation of school property was \$294,803 more, and the average monthly pay of teachers in ungraded schools advanced considerably, men receiving \$10.84 and women \$6.56 more, while men teaching graded schools were paid \$1.58 more, but women \$1.52 less.

### STATES ON THE PACIFIC SLOPE—NEVADA.

The decay of mining interests still shows its effect on the population and the schools, 22 fewer districts making report of schools and the number reported being 29 below that reported in 1879-'80, the reported value of school property going down also \$15,081; teachers 21 fewer, with smaller salaries; youth of school age reported, 59 less; the average length of term was 2.4 days less; enrolment in public schools 716 less, with a corresponding diminution in the private schools. Yet, with all this falling off, the average attendance in public schools increased a little; 20 more schools were sustained without rate bills; receipts for public schools were \$4,079 greater, and the growth of the State school fund was \$149,000.

### CALIFORNIA.

In this State there are clear signs of educational advance in the State school system, as is learned from the report of the superintendent, received since the abstract (page 13) was prepared. Although the census takers reported 4,741 fewer youth of age for free instruction, 985 more of that age were brought into the public schools, while, including those under and over the school age, 5,090 more pupils were enrolled. In average daily attendance, too, 4,575 more were reported. Per contra, youth in private schools fell off 1,055. To meet the considerable additional number of public school pupils there were 149 more public schools, 46 more of the districts reporting good school accommodations and 30 more good furniture. Of the 142 more teachers, also, 95 were graduates of normal schools. Enrolment, average belonging, average attendance, all were largely in excess of like items in any former year, while the per cent. of non-attendance was less than for seven preceding years.

### OREGON.

School districts were more numerous by 30 and 28 more reported their statistics. These showed the existence of 87 more school-houses, adding \$89,606 to the value of school property; showed a school population of 2,026 more to be instructed; showed funds for such instruction \$20,139 greater; showed that 12 more first grade certificates had been issued to teachers and 80 more second grade; but yet showed also that 3,035 fewer pupils were enrolled in the public schools and that 2,239 fewer had been in average daily attendance; this, too, though private schools, which increased by 44, had gathered in 612 additional pupils. The only gain exhibited in attendance on the public system was in the districts with graded schools, and as these are almost wholly in the towns and cities the considerable decrease indicated must have been in the comparatively poor and unattractive country schools.

### THE TERRITORIES—ALASKA.

The accounts show increase of educational facilities, of school attendance, and of improvement from these in this yet unorganized vast territory. New buildings for schools and teachers were erected among the Chilkats, Hoonyahs, and Hydahs at large expense and with great labor, owing to the immense distances of these tribes from each other and from the sources of supply. Attendance appears to have increased from about 250 to nearly 500, with an average of at least half this, while in one instance a school of much promise was formed substantially by a set of Indian boys, who voluntarily withdrew from the degradation of bad native homes to secure themselves an education, even at

the expense of daily labor for their own support while getting it. All this is from a report of the active Presbyterian agent in the field; the Methodists, who are said to be entering it, not having yet sent any report of work, and none having come from the Alaska Company's schools on the Seal Islands.

## ARIZONA.

Although the report of the territorial superintendent indicates that the school returns here are incomplete, falling far short of showing the actual educational condition, it is evident from even these returns that public schools had increased in number, 148 being reported against 101 "rooms for study" reported in 1879-'80, while school property was rated \$8,244 higher. Receipts and expenditures for schools, however, were less by several thousand dollars, as presented, and the enrolment reported was 368 less than that of the preceding year, perhaps because there were 9 private or church schools, not previously reported, working as rivals of the public schools.

## DAKOTA.

Reports from this great Territory are defective, from the fact that important towns and cities have charters which release them from obligation to make returns of school affairs and from the further fact that county officers too often do not make them. Still, from the United States Census of 1880 and from reports of the territorial authorities for the latter part of 1881, it may be seen that there was in the latter year an increase of probably at least 11,000 youth of school age, an enrolment in the public schools of so many additional pupils as to more than cover this large increase, a provision of over 500 more schools for those enrolled, with a corresponding addition to the teaching force, while the receipts for schools, by the reported figures, exceeded by \$108,000 the highest estimate of those of 1880, and, in the opinion of the superintendent of instruction, exceeded them by about a quarter of a million.

DISTRICT OF COLUMBIA.<sup>1</sup>

Of the school population shown here by the United States Census of 1880 there were 62.7 per cent. enrolled in public schools in 1880-'81, and, of those enrolled, 75.9 per cent. were in average daily attendance, the colored pupils especially distinguishing themselves in respect to this attendance. Receipts for all school purposes were \$78,687 greater than in the previous year and expenditures \$88,745 greater; school property, through the addition of new buildings and repair of old ones, rose in value \$120,533. There was an increase of 27 teachers, and every new teacher appointed in the primary grades has received normal training.

## IDAHO.

The most important county here not reporting its educational statistics and those from some other counties being too uncertain to form a basis for definite conclusions, it is diffi-

<sup>1</sup>There is a natural desire in the District of Columbia and abroad in the country that education of the people at the capital of the nation should be in all respects a model for the study of the rest of the country and for the observation of foreigners. Great advances have been made in the last fifteen years, but much remains to be accomplished. The system should be complete; certainly a school for the reform of girls and special schools to give instruction in various industries and school-houses embodying the best results of pedagogical study and sufficient to accommodate all the children should be erected. No one can observe the large number of wayward or neglected children in the streets without acknowledging the necessity of providing for their care and instruction, and perhaps ample authority may be found in an old act passed by the city government providing for the binding out of poor orphan children and the children of drunkards, vagrants, and paupers, passed October 31, 1820. The child or children of drunkards, vagrants, or paupers who appear to be bringing up their children in ignorance and vice, sloth, and idleness, or who suffer them to be begging or holding horses for hire at public places, may be taken in charge by the trustee or justice of the peace, and, if a male child, may be bound out until he shall have arrived at the age of 21 years, and, if a female, till she shall have arrived at the age of 16 years.

cult to determine whether there was in 1880-'81 an educational advance or not. The territorial superintendent, however, thinks there has been "substantial progress."

## INDIAN TERRITORY.

Under this head all education of the Indians, except in Alaska, has been included. Among the 5 great tribes in the Indian Territory proper, the reports respecting youth of school age were defective; among other tribes throughout the United States, there was an increase of 4,382 in such youth. Still, in the former there were 85 more presented as under instruction against 869 more among the latter; while average attendance on the schools taught appears from the figures to have been wonderfully good for children and youth in such unfavorable circumstances. The training of selected Indian youth, with the consent of their parents, away from the hindering influences of savage life and amidst the surroundings of civilization, continued through the year with such encouraging success as to draw forth from high authorities strong words of commendation and to lead to a resolution to extend the system.

## MONTANA.

With about 10,000 youth of school age here, there were 5,112 pupils reported in the territorial public schools and 2,800 in average attendance. For a Territory of immense extent and with a population greatly scattered this is a fair showing, quite up to that of several States long and well settled and beyond that of some States. Within the two years presented there was considerable advance in youth to be educated, in attendance upon schools, in teachers employed, and in their qualifications.

## NEW MEXICO.

In the absence of territorial reports on education the United States Census of 1880 affords the latest information. This shows that with 29,255 youth of school age (7-18) there were 4,755 under instruction in the nominally public schools and 3,150 in average daily attendance. If these figures look discouraging, they yet indicate a far better state of things than in 1870, when, with an approximate number of children of school age, only 1,798 were reported as in school. In a population separated from the prosperous States and scattered thinly over a vast area, where the older residents are averse to unsectarian public schools and Spanish and Indian languages largely prevail, the schools have not prospered; but, as important railroads are pushing through the Territory and bringing in a better people eager for all advantages, another census must show figures very different from those above.

## UTAH.

With 42,353 youth 6 to 18, the Territory of Utah reports 26,772 attending public schools. Public school enrolment increased 2,446 during the year and average daily attendance 1,504, the increase in school population being only 1,681. More schools were taught and more teachers employed; the average public school term was 12 days longer; and \$67,070 more were expended on public schools. Improvement in the qualifications of teachers and in the style and quality of school-houses is also reported.

## WASHINGTON TERRITORY.

This Territory reports 23,899 youth 4 to 21 years of age; 14,754, or a little over 60 per cent., enrolled in public schools; and 11,275 in average daily attendance. There were 729 more pupils in average attendance than the year before, with a slight decrease in the number enrolled and 2,750 fewer of school age. Fewer public school-houses were reported and fewer teachers, but there was an increase in the average pay of teachers and in the amount of public school income.



## WYOMING.

It appears from the report of the governor to the legislature that public schools continued to prosper and new ones were opened, liberal sums were expended in building and repairing school-houses, and efforts were made to secure better teachers. The statistics show an enrolment of 2,544 pupils in public schools, a decrease for the year of 363. The number of school age is not given for 1880-'81, but for 1879-'80 it was 4,112.

## COMPARATIVE STATISTICS OF EDUCATION IN THE SOUTH.

*Table showing comparative population and enrolment of the white and colored races in the public schools of the recent slave States, with total annual expenditure for the same in 1881.*

States.	White.			Colored.			Total expenditure for both races. <sup>a</sup>
	School population.	Enrolment.	Percentage of the school population enrolled.	School population.	Enrolment.	Percentage of the school population enrolled.	
Alabama .....	b214, 152	107, 338	50	b208, 587	68, 951	33	\$410, 690
Arkansas.....	c199, 109	d74, 384	37	e65, 206	d24, 360	37	388, 412
Delaware .....	33, 133	26, 578	80	4, 152	2, 544	61	e207, 281
Florida.....	ce46, 410	ed18, 871	e41	ce42, 099	ed20, 444	e49	e114, 895
Georgia .....	b229, 872	153, 156	67	b231, 144	91, 041	39	498, 533
Kentucky .....	f183, 404	238, 440	49	f70, 234	e20, 223	29	1, 248, 524
Louisiana .....	b129, 224	38, 870	30	b142, 190	23, 500	17	441, 484
Maryland .....	b245, 009	133, 981	55	b74, 192	24, 928	34	1, 604, 580
Mississippi.....	180, 530	111, 655	62	239, 433	125, 633	52	757, 758
Missouri .....	e681, 995	e454, 218	e67	e41, 489	e22, 158	e53	e3, 152, 178
North Carolina .....	293, 780	140, 311	48	174, 292	100, 405	58	409, 659
South Carolina.....	b94, 450	61, 339	65	b167, 829	72, 119	43	345, 684
Tennessee .....	402, 580	215, 702	54	143, 295	67, 766	47	638, 009
Texas.....	eg171, 426	e138, 912	e81	eg62, 015	e47, 874	e77	e753, 346
Virginia.....	e314, 827	162, 087	51	e240, 980	76, 959	32	1, 100, 239
West Virginia.....	205, 087	141, 319	69	8, 104	3, 884	48	761, 250
District of Columbia.....	b29, 612	17, 716	60	b13, 946	9, 583	69	527, 312
Total .....	3, 954, 600	2, 234, 877	.....	1, 929, 187	802, 372	.....	13, 359, 784

<sup>a</sup> In Delaware, in addition to the school tax collected from colored citizens, which has heretofore been the only State appropriation for the support of colored schools, the legislature now appropriates annually \$2,400 from the State treasury for educating the colored children of the State; in Kentucky, in 1881, the school tax collected from colored citizens was the only money coming from the State for the support of their schools—there was, however, in this year a growth in the movement to give to colored children of school age equal advantages with the white children in the common school fund of the State; in Maryland there is a biennial appropriation; in the District of Columbia one-third of the school funds is set apart for colored public schools; in South Carolina the school moneys are distributed in proportion to the average attendance without regard to race; and in the other States mentioned above the school moneys are divided in proportion to the school population without regard to race.

<sup>b</sup> United States Census of 1880.

<sup>c</sup> Several counties failed to make race distinctions.

<sup>d</sup> Estimated.

<sup>e</sup> In 1880.

<sup>f</sup> For whites, the school age is 6-20; for colored, 6-16.

<sup>g</sup> These numbers include some duplicates; the actual school population is 230,527.

*Statistics of institutions for the instruction of the colored race for 1881.*

Name.	Location.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS.				
Rust Normal Institute.....	Huntsville, Ala.....	Meth.....	2	111
State Normal School for Colored Teachers.....	Huntsville, Ala.....		3	134
Lincoln Normal University.....	Marion, Ala.....		5	222
Emerson Institute.....	Mobile, Ala.....	Cong.....	8	350
Alabama Baptist Normal and Theological School.....	Selma, Ala.....	Bapt.....	6	126
Normal department of Talladega College.....	Talladega, Ala.....	Cong.....	3	48
Tuskegee Normal School.....	Tuskegee, Ala.....		4	112
Southland College and Normal Institute.....	Helena, Ark.....		8	311
State Normal School for Colored Students.....	Pine Bluff, Ark.....		4	123
Normal department of Atlanta University.....	Atlanta, Ga.....	Cong.....		a224
Haven Normal School.....	Waynesboro', Ga.....	Meth.....	a2	a200
Normal department of Berea College.....	Berea, Ky.....	Cong.....	7	148
Normal department of Straight University.....	New Orleans, La.....	Cong.....	4	61
Peabody Normal School.....	New Orleans, La.....			
Baltimore Normal School for Colored Teachers...	Baltimore, Md.....		6	145
Centenary Biblical Institute.....	Baltimore, Md.....	M. E.....	b4	96
Natchez Seminary.....	Natchez, Miss.....	Bapt.....	4	94
Tougaloo University.....	Tougaloo, Miss.....	Cong.....	8	247
Lincoln Institute.....	Jefferson, Mo.....		a4	a97
State Normal School for Colored Students.....	Fayetteville, N. C.....		3	109
Whitin Normal School.....	Lumberton, N. C.....		1	83
New Berne State Normal School.....	New Berne, N. C.....		3	65
St. Augustine's Normal School.....	Raleigh, N. C.....	P. E.....		
Shaw University.....	Raleigh, N. C.....	Bapt.....	b9	211
Normal School.....	Wilmington, N. C.....	Cong.....	6	236
Institute for Colored Youth.....	Philadelphia, Pa.....	Friends.....		a291
Avery Normal Institute.....	Charleston, S. C.....	Cong.....	10	459
Normal department of Brainerd Institute.....	Chester, S. C.....	Presb.....	3	40
Normal School of Claflin University.....	Orangeburg, S. C.....	M. E.....	4	128
Fairfield Normal Institute.....	Winnboro', S. C.....	Presb.....	4	348
The Warner Institute.....	Jonesboro', Tenn.....	Friends.....	6	105
Knoxville College.....	Knoxville, Tenn.....	Presb.....	7	188
Freedmen's Normal Institute.....	Maryville, Tenn.....	Friends.....	6	207
Le Moyne Normal Institute.....	Memphis, Tenn.....	Cong.....	8	284
Morristown Seminary.....	Morristown, Tenn.....		2	109
Central Tennessee College, normal department...	Nashville, Tenn.....	M. E.....	4	149
Nashville Normal and Theological Institute.....	Nashville, Tenn.....	Bapt.....	b9	197
Normal department of Fisk University.....	Nashville, Tenn.....	Cong.....	a6	a166
Tillotson Collegiate and Normal Institute.....	Austin, Tex.....	Cong.....	4	252
State Normal School of Texas for Colored Students.	Prairie View, Tex.....		a3	a49
Hampton Normal and Agricultural Institute c....	Hampton, Va.....	Cong.....	b48	b385
St. Stephen's Normal School.....	Petersburg, Va.....	P. E.....	7	250
Richmond Normal School.....	Richmond, Va.....		3	66
Storer College.....	Harper's Ferry, W. Va.....		8	170
Miner Normal School.....	Washington, D. C.....		4	18
Normal department of Howard University.....	Washington, D. C.....	Non-sect.....	3	97
Normal department of Wayland Seminary.....	Washington, D. C.....	Bapt.....	5	d110
Total.....			258	7,621

a In 1880.

b For all departments.

c In addition to the aid given by the American Missionary Association, this institute is aided from the income of Virginia's agricultural college land fund.

d 33 of these are also in the theological department.

*Statistics of institutions for the instruction of the colored race for 1881—Continued.*

Name.	Location.	Religious denomination.	Instructors.	Students.
INSTITUTIONS FOR SECONDARY INSTRUCTION.				
Trinity Normal School.....	Athens, Ala.....	Non-sect.....	2	216
Lowery's Industrial Academy.....	Huntsville, Ala.....	.....	.....	.....
Talladega College.....	Talladega, Ala.....	Cong.....	7	142
Walden Seminary.....	Little Rock, Ark.....	M. E.....	a2	a60
Cookman Institute.....	Jacksonville, Fla.....	M. E.....	6	162
Florida Institute.....	Live Oak, Fla.....	Bapt.....	3	111
Atlanta Baptist Seminary.....	Atlanta, Ga.....	Bapt.....	5	110
Storrs School.....	Atlanta, Ga.....	Cong.....	6	350
Howard Normal Institute.....	Cuthbert, Ga.....	Cong.....	.....	.....
La Grange Seminary.....	La Grange, Ga.....	M. E.....	2	70
Lewis High School.....	Macon, Ga.....	Cong.....	4	170
Beach Institute.....	Savannah, Ga.....	Cong.....	5	265
La Têche Seminary.....	La Têche, La.....	M. E.....	6	215
Southern University <sup>b</sup> .....	New Orleans, La.....	.....	.....	.....
St. Francis' Academy.....	Baltimore, Md.....	R. C.....	.....	69
Meridian Academy.....	Meridian, Miss.....	M. E.....	2	100
Scotia Seminary.....	Coneord, N. C.....	Presb.....	a7	a181
Bennett Seminary.....	Greensboro', N. C.....	M. E.....	4	148
Washington School.....	Raleigh, N. C.....	Cong.....	.....	.....
Albany Enterprise Academy.....	Albany, Ohio.....	Non-sect.....	3	61
Polytechnic and Industrial Institute.....	Bluffton, S. C.....	Presb.....	7	265
Wallingford Academy.....	Charleston, S. C.....	Presb.....	7	548
Brainerd Institute.....	Chester, S. C.....	Presb.....	a5	ac306
Benedict Institute.....	Columbia, S. C.....	Bapt.....	6	232
Brewer Normal School.....	Greenwood, S. C.....	Cong.....	a1	a75
Penn School.....	St. Helena, S. C.....	Non-sect.....	9	230
West Tennessee Seminary.....	Mason, Tenn.....	M. E.....	2	75
West Texas Conference Seminary.....	Austin, Tex.....	M. E.....	a3	a101
Bishop Baptist College.....	Marshall, Tex.....	Bapt.....	5	208
Wiley University.....	Marshall, Tex.....	M. E.....	a3	a216
School of the Bluestone Mission.....	Abbyville, Va.....	U. Presb.....	4	247
Thyme Institute.....	Chase City, Va.....	U. Presb.....	3	210
Richmond Institute.....	Richmond, Va.....	Bapt.....	4	94
Indian University.....	Tahlequah, Ind. Ter.....	Bapt.....	3	56
Total.....	.....	.....	126	5,284
UNIVERSITIES AND COLLEGES.				
Atlanta University.....	Atlanta, Ga.....	Cong.....	ad12	a48
Clark University.....	Atlanta, Ga.....	M. E.....	d9	d125
Berea College.....	Berea, Ky.....	Cong.....	d13	d280
Leland University.....	New Orleans, La.....	Bapt.....	ad5	ad148
New Orleans University.....	New Orleans, La.....	M. E.....	5	161
Straight University.....	New Orleans, La.....	Cong.....	9	260
Shaw University.....	Holly Springs, Miss.....	M. E.....	6	313
Alcorn Agricultural and Mechanical College.....	Rodney, Miss.....	Non-sect.....	8	185

<sup>a</sup> In 1880.

<sup>b</sup> Opened January, 1881, and closed in June of the same year.

<sup>c</sup> Includes normal students.

<sup>d</sup> For all departments.

*Statistics of institutions for the instruction of the colored race for 1881—Continued.*

Name.	Location.	Religious denomination.	Instructors.	Students.
UNIVERSITIES AND COLLEGES—Continued.				
Biddle University.....	Charlotte, N. C. ....	Presb.....	a8	a140
Shaw University.....	Raleigh, N. C. ....	Bapt.....	(b)	c49
Wilberforce University.....	Wilberforce, Ohio. ....	M. E.....	8	35
Lincoln University.....	Lincoln University, Pa..	Presb.....	a13	a161
Clafin University and College of Agriculture.....	Orangeburg, S. C. ....	M. E.....	10	160
Central Tennessee College.....	Nashville, Tenn.....	M. E.....	5	29
Fisk University.....	Nashville, Tenn.....	Cong.....	10	74
Hampton Normal and Agricultural Institute.....	Hampton, Va.....	Cong.....	(b)	(b)
Howard University d.....	Washington, D. C.....	Non-sect..	5	35
Total .....			126	2,203
SCHOOLS OF THEOLOGY.				
Alabama Baptist Normal and Theological School..	Selma, Ala.....	Bapt.....	1	30
Theological department of Talladega College.....	Talladega, Ala.....	Cong.....	1	11
Institute for the Education of Colored Ministers..	Tuscaloosa, Ala.....	Presb.....	2	17
Theological department of Clark University.....	Atlanta, Ga.....	M. E.....	(e)	(e)
Theological department of Leland University.....	New Orleans, La.....	Bapt.....	a1	a41
Theological department of New Orleans University.	New Orleans, La.....	M. E.....	2	9
Theological department of Straight University...	New Orleans, La.....	Cong.....	1	16
Centenary Biblical Institute.....	Baltimore, Md.....	M. E.....	f4	30
Natchez Seminary.....	Natchez, Miss.....	Bapt.....	2	20
Theological department of Biddle University.....	Charlotte, N. C.....	Presb.....	a4	a10
Bennett Seminary.....	Greensboro' N. C.....	M. E.....	a1	a5
Theological department of Shaw University.....	Raleigh, N. C.....	Bapt.....	2	40
Theological Seminary of Wilberforce University..	Wilberforce, Ohio. ....	M. E.....	g7	g16
Theological department of Lincoln University.....	Lincoln University, Pa..	Presb.....	5	14
Benedict Institute.....	Columbia, S. C.....	Bapt.....		43
Baker Theological Institute (Clafin University)...	Orangeburg, S. C.....	M. E.....	g2	g23
Nashville Normal and Theological Institute.....	Nashville, Tenn.....	Bapt.....	f9	73
Theological course in Fisk University .....	Nashville, Tenn.....	Cong.....	a2	a15
Theological department of Central Tennessee College.	Nashville, Tenn.....	M. E.....	4	38
Richmond Institute .....	Richmond, Va.....	Bapt.....	4	70
Theological department of Howard University...	Washington, D. C.....	Non-sect..	4	39
Wayland Seminary .....	Washington, D. C.....	Bapt.....	1	39
Total .....			59	604
SCHOOLS OF LAW.				
Law department of Straight University.....	New Orleans, La.....		4	23
Law department of Central Tennessee College....	Nashville, Tenn.....		5	4
Law department of Howard University.....	Washington, D. C.....		3	13
Total .....			12	45

a In 1880.

b Reported with normal schools.

c There are in this university 8 students in a preliminary medical course.

d This institution is open to both races and the figures are known to include some whites.

e Included in university report.

f For all departments.

g In 1879.



*Statistics of institutions for the instruction of the colored race for 1881 — Continued.*

Name.	Location.	Religious denomination.	Instructors.	Students.
<b>SCHOOLS OF MEDICINE.</b>				
Meharry Medical Department of Central Tennessee College.	Nashville, Tenn.....		8	35
Medical department of Howard University.....	Washington, D. C.....		10	81
Total.....			18	116
<b>SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.</b>				
Institution for Colored Blind and Deaf-Mutes.....	Baltimore, Md.....		4	30
North Carolina Institution for the Deaf and Dumb and the Blind (colored department).	Raleigh, N. C.....		ab15	690
Total.....			19	120

*a* For all departments.

*b* For the years 1877-'78 and 1878-'79.

*Summary of statistics of institutions for the instruction of the colored race for 1881.*

States and Territories.	Public schools.		Normal schools.			Institutions for secondary instruction.		
	School population.	Enrollment.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama.....	208,587	68,951	7	31	1,103	3	9	358
Arkansas.....	65,206	24,360	2	12	434	1	2	60
Delaware.....	4,152	2,544						
Florida.....	42,069	20,444				2	9	273
Georgia.....	231,144	91,041	2	2	424	6	22	965
Kentucky.....	70,234	20,223	1	7	148			
Louisiana.....	142,190	23,500	2	4	61	2	6	215
Maryland.....	74,192	24,928	2	10	241	1		60
Mississippi.....	239,433	125,633	2	12	341	1	2	100
Missouri.....	41,489	22,158	1	4	97			
North Carolina.....	174,292	100,405	6	22	704	3	11	329
Ohio.....						1	3	61
Pennsylvania.....			1		291			
South Carolina.....	167,829	72,119	4	21	975	6	35	1,656
Tennessee.....	143,295	67,766	8	48	1,405	1	2	75
Texas.....	62,015	47,874	2	7	301	3	11	525
Virginia.....	240,980	76,959	3	58	701	3	11	551
West Virginia.....	8,104	3,884	1	8	170			
District of Columbia.....	13,946	9,583	3	12	225			
Indian Territory.....						1	3	56
Total.....	1,929,187	802,372	47	258	7,621	24	126	5,284

*Summary of statistics of institutions for the instruction of the colored race for 1881—Cont'd.*

States.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama .....				3	4	58			
Georgia .....	2	21	173	1					
Kentucky .....	1	13	280						
Louisiana .....	3	19	569	3	4	66	1	4	28
Maryland .....				1	4	30			
Mississippi .....	2	14	498	1	2	20			
North Carolina .....	2	8	189	3	7	55			
Ohio .....	1	8	35	1	7	16			
Pennsylvania .....	1	13	161	1	5	14			
South Carolina .....	1	10	160	2	2	71			
Tennessee .....	2	15	103	3	15	126	1	5	4
Virginia .....	1			1	4	70			
District of Columbia .....	1	5	35	2	5	78	1	3	13
Total .....	17	126	2,203	22	59	604	3	12	45

States.	Schools of medicine.			Schools for the deaf and dumb and the blind.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Maryland .....				1	4	30
North Carolina .....				1	15	90
Tennessee .....	1	8	35			
District of Columbia .....	1	10	81			
Total .....	2	18	116	2	19	120

*Table showing the number of schools for the colored race and enrolment in them by institutions, without reference to States.*

Class of institution.	Schools.	Enrolment.
Public schools .....	17,248	802,372
Normal schools .....	47	7,621
Institutions for secondary instruction .....	34	5,284
Universities and colleges .....	17	2,203
Schools of theology .....	22	604
Schools of law .....	3	45
Schools of medicine .....	2	116
Schools for the deaf and dumb and the blind .....	2	120
Total .....	17,375	818,365

<sup>a</sup>To these should be added 441 schools, having an enrolment of 21,573, in reporting free States, making total number of colored public schools 17,689, and total enrolment in them 823,945; this makes the total number of schools, as far as reported, 17,816, and total number of the colored race under instruction in them 839,938. The colored public schools of those States in which no separate reports are made, however, are not included.

The school population of the sixteen States and the District of Columbia comprised in the table on page lxxxix shows an increase over that reported in 1880 of 180,569, distributed as follows: White, 54,639, or an increase of 1.4 per cent.; colored, 125,930, or an increase of 6.9 per cent. The enrolment as compared with that of 1880 shows a total increase of 36,866, viz: White, 19,203, or a little above eight-tenths of 1 per cent.; colored, 17,663, or 2+ per cent. While this gain in colored enrolment indicates a growing interest in the education of the colored people throughout the South and a more vigorous conduct of their school affairs, further examination of the facts reveals a somewhat discouraging view of their school status.

In the States under consideration, with the exception of Delaware, Kentucky, and Maryland, the school funds are distributed without distinction of race; nevertheless the percentage of enrolment is much higher for the white than for the colored population in all but three of the States.

In accounting for this disproportion the prejudices that formerly hindered the colored race in the use of their school privileges must be considered and the excess of the white above the colored population in the majority of southern cities, enrolment being always higher in the cities than in the rural districts. The chief causes, however, of the low percentage of enrolment for the colored race are the meagreness of the school funds and the extreme poverty of the colored people. The first condition affects the whole population, but the white people are able to avert its worst consequences. They supplement their portion of the school fund in various ways, and they are in possession of much school property that was accumulated before the war. The colored people, on the contrary, can contribute very little for school purposes; they have few school-houses and no funds for building. In many sections it is difficult to secure teachers for the colored schools, and in sparsely settled districts almost impossible to collect enough children at one centre to form a school. More school-houses and provision for the conveyance of pupils where population is most scattering are urgently required. In view of the low intellectual and moral status of the colored people, their relation to our prosperity and to our civil institutions, and the responsibility which we must admit with reference to them, it is important that the means available for their improvement should be fully comprehended. In considering the school funds it is not possible to distinguish between the two races, nor need this be done; it is only necessary to bear in mind that wherever the resources are meagre the colored people are the worst sufferers.

The expenditure for schools in the section represented in the table was \$13,359,784, about one-sixth of the total expenditure for all the States and Territories; while the school population of the specified section is very nearly one-fourth of the total school population. It has been asserted that the Southern States do not make such provision for the schools as they might, and unfavorable comparison is drawn between them and northern communities in this respect. It must, however, be remembered that whatever be the potential resources of the Southern States they have much less available wealth than other sections of the country, a fact which meets us at every examination of school finances.

By reference to Table I, Part 2, appendix, p. 325, the amount of school income derived from taxation in the several States will be seen, and, by reference to the abstracts of State reports in the appendix, the rates of taxation may be ascertained. For a full understanding of the conditions it would be necessary to compare these data with the amount of taxable property in each State. Without going into all the details, it may be said in general, from the showing of the census of 1880, that the valuation of real estate and personal property in the recent slave States and the District of Columbia is less than one-fifth the total valuation for all the States and Territories, while the population in the same is more than one-third of the total population. A few specific statements may be added for emphasis. The valuation of personal property and real estate in the section under consideration is \$3,560,380,175 for a population of 18,684,948; the valuation of personal property and real estate in the three States of New York, New Jersey, and

Pennsylvania is \$4,907,917,383 for a population of 10,496,878. Connecticut, with a State school tax not exceeding \$1.50 per capita of school population and a local tax whose limit is 10 cents on \$100, raises \$1,276,667 for school purposes. The State school tax of Alabama consists of all the polls levied at \$1.50 each and a local tax whose limit is 10 cents on \$100; the amount realized from both is \$250,000. From a State school tax of 10 cents on \$100 and a local tax whose limit is 25 cents on \$100, Nebraska realizes \$786,963. South Carolina, from the polls levied at \$1 each and a local tax not to exceed 20 cents on \$100, realizes \$441,110. Figures taken from a few States cannot be conclusive, but they serve to indicate the sort of examination which should precede positive statements of the comparative ability of the States to support their school systems.

Without doubt popular education has to contend against greater apathy and ignorance in the Southern than in the Northern States; the tax levied is not so readily collected in the South; a local school tax is not always allowed, and where it is allowed is seldom kept up to the limit; but, on the other hand, the common school cause finds in the Southern States some of its most intelligent and earnest advocates. These men have already done much to increase local taxation and to secure the prompt collection and honest use of the tax levied, and they have been as faithful in rousing their own people to exertion as they have been earnest in pressing the educational wants of their section upon the attention of Congress. The spirit and method which they bring to the work are illustrated in the measures taken by Hon. G. J. Orr, State school commissioner of Georgia, to induce legislation in the interests of the school system of his State. Mr. Orr urges an annual tax of one-tenth of 1 per cent. on the taxable property of the State for the support of common schools, together with the remaining half rental of the Western and Atlantic Railroad, the former amounting to upwards of \$250,000, the latter to \$150,000. For the purpose of adequately bringing the facts bearing upon the propositions to the attention of the legislature, Mr. Orr made an exhaustive calculation by counties of the sources and amounts of school revenue under the present conditions and as they would be affected by the proposed legislation. As the estimates were made for the year 1881, the totals may properly be introduced here:

Amount of the State school commissioner's order on tax collection.....	\$272, 574 91
Amount of poll tax paid county school commissioners.....	172, 450 20
<hr/>	
Sum total of foregoing, constituting entire present school fund .....	445, 025 11
Present fund increased by tax of one-tenth of 1 per cent .....	700, 119 09
Present fund increased by remaining half rental of Western and Atlantic Railroad .....	595, 025 11
Present fund increased by both the foregoing amounts .....	850, 119 09

The amount per capita of average attendance realized from the present fund ranges from \$1.68 to \$4.94. With the proposed additions the per capita would range from \$2.50 to \$14.66. The present funds are sufficient to maintain the schools upon an average 2.7+ months. With the increase the schools could be maintained upon an average 4.7+ months. According to the census of 1880 Georgia ranks sixth among the recent slave States in real estate and personal property. The legislation urged by Mr. Orr would secure, it seems, the largest revenue for school purposes compatible with the financial condition of the State. The relative position which it would give Georgia among the States may be seen by comparing Mr. Orr's estimates with the data presented in Table I, Part 1, Summary A, and Table I, Part 2, Summaries A and B.

From a careful examination of the reports and statements of officers and teachers engaged in school work in the Southern States, as well as from personal observation of the same for several successive years, I am aware that marked progress has been made in the education of the masses in these States. The free school system is better understood and appreciated by the people and the schools as a rule are more efficient than at any previous time. There are exceptions to this general condition. In some cities there is even open or secret opposition to the schools, and in some rural districts depressing



apathy; the best argument that can be brought to bear upon these adverse influences is the practical one of good schools maintained in the face of hostility or indifference. This is the position assumed by those who so earnestly advocate national aid for common schools, to be distributed upon the basis of illiteracy. Illiteracy is more extensive in the South than in other sections of the country, and develops peculiarly alarming tendencies among the colored people. It would be impossible to repeat here all the facts and arguments called forth by the recent discussion of this subject; they do not present a more serious view of the situation than was embodied by the late Dr. Barnas Sears in his last report as agent of the Peabody fund. Dr. Sears, it must be remembered, had twelve years' personal knowledge of the southern field, and was not inclined, either by temperament or experience or years, to sensational representations.

"With two millions of children," he said, "in these States still without the means of instruction, it becomes good citizens not to slumber over the danger of their situation. The mere neglect of a great opportunity may entail disaster upon them and their posterity, by suffering a horde of young barbarians to grow up to prey upon the peace of society. The peril, if once overlooked in the critical moment, cannot afterwards be remedied by legal enactments and penal measures. If men fail to take the necessary precaution by training the young to be useful citizens, they must expect to reap a corresponding harvest, and see around them a community distinguished for 'dwarfish virtues and gigantic vices.'" The opinion expressed by Dr. Sears is confirmed by the memorial of the trustees of the Peabody fund to Congress, by his successor, Dr. Curry, and by the agents of the several religious denominations that have contributed so freely to the cause of southern education.

Realizing the inadequacy of the means at command to overcome the ignorance and degradation of the masses of the freedmen as rapidly as the interests of society and good government require, the representatives of these various philanthropic agencies unite in the appeal for national aid to education. It is worthy of note that the Senate of the United States has recorded itself in favor of the measure.

On the 17th of December, 1880, that body passed the bill entitled "An act to establish an educational fund, and apply a portion of the proceeds of the public lands to public education, and to provide for the more complete endowment and support of colleges for the advancement of scientific and industrial education." It was not proposed to confine the benefits of the act to the Southern States, but the provision that it embodied for distributing the income of the fund during the first ten years on the basis of illiteracy would have secured to them temporarily the special assistance which they need. It will be remembered that in 1872 the House of Representatives passed a similar bill; it seems hardly possible that a measure which is supported by the most enlightened and patriotic citizens and which has been approved by the separate action of both houses of Congress can long fail of success.

The total number of institutions represented in the table on page lxxxvi is 17,375, having an enrolment of 818,365. It will be seen that 31 of the 47 normal schools, 31 of the 34 institutions for secondary instruction, the universities and colleges (17), and the schools of theology (22) derive their support from religious denominations. The schools of law (3) and of medicine (2) are supported chiefly by tuition fees.

## PEABODY FUND.

*Table showing the amount and disposition of the sums disbursed from the Peabody fund from 1868 to 1881, inclusive.*

	1868.	1869.	1870.	1871.	1872.	1873.	1874.
Virginia.....	\$4,750	\$12,700	\$10,300	\$15,950	\$29,700	\$36,700	\$31,750
North Carolina .....	2,700	6,350	7,650	8,750	8,250	9,750	14,300
South Carolina.....	3,550	7,800	3,050	2,500	500	1,500	200
Georgia .....	8,562	9,000	6,000	3,800	6,000	13,750	6,500
Florida.....		1,850	6,950	6,550	6,200	7,700	9,900
Alabama .....	1,000	5,700	5,950	5,800	9,900	6,000	9,700
Mississippi .....	1,338	9,000	5,600	3,250	4,550	6,800	6,700
Louisiana .....	8,700	10,500	5,000	12,400	11,500		2,750
Texas .....			1,000				1,000
Arkansas .....		4,300	11,050	9,200	12,250	11,400	3,600
Tennessee.....	4,800	11,900	15,050	22,650	23,250	27,800	33,100
West Virginia.....		10,900	13,000	9,150	17,900	15,750	15,100
Total.....	35,400	90,000	90,600	100,000	130,000	137,150	134,600

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	Total.
Virginia .....	\$23,350	\$17,800	\$18,250	\$15,350	\$9,850	\$6,800	\$5,150	\$238,400
North Carolina.....	16,900	8,050	4,900	4,500	6,700	3,050	4,125	105,975
South Carolina.....	100	4,150	4,300	3,600	4,250	2,700	4,050	42,250
Georgia.....	9,750	3,700	4,000	6,000	6,500	5,800	5,300	94,662
Florida .....	1,800	1,000	6,500	3,900	3,000	2,600	2,000	59,950
Alabama .....	2,200	5,500	3,700	1,100	3,600	1,200	1,800	63,150
Mississippi .....	5,400	9,950	5,990	600	4,000	4,200	3,950	71,328
Louisiana .....	1,000	2,000	2,000	8,000	7,650	4,200	1,700	77,400
Texas.....	1,350	4,450	10,800	8,550	7,700	27,500	10,800	73,150
Arkansas.....	1,500	1,000	6,300	6,000	5,600	7,200	4,000	83,400
Tennessee .....	27,150	10,100	15,850	14,600	12,000	10,900	5,500	234,650
West Virginia .....	10,500	8,600	6,810	5,050	4,000	2,000	2,000	120,760
Total.....	101,000	76,300	89,400	77,250	74,850	78,150	50,375	1,265,075

In accordance with the policy adopted in 1879, the disbursements from the Peabody fund, amounting to \$50,375 for 1881, have been applied chiefly to normal schools, normal institutes, and other agencies for the training of teachers. The details of the year's work are given under the head of Aid from the Peabody Fund, under the respective States, in the abstracts of the appendix.

Peculiar interest attaches to the final action with reference to the normal college at Nashville. It will be remembered that, from the want of coöperation on the part of the State of Tennessee, the trustees of the Peabody fund were obliged to consider the proposition for the removal of the college to Atlanta, Ga. The matter seemed to the agent, the late Dr. Barnas Sears, one of supreme importance, and its settlement engaged his efforts almost to the moment of his death. He had the satisfaction of believing that his endeavors had been successful and that the chief burden of the support of the college would not hereafter fall on the Peabody fund. The negotiation has been continued from the point to which Dr. Sears carried it by his successor, Dr. J. L. M. Curry, with the result of an annual appropriation of \$6,000 from the State of Tennessee for the college. Dr. Curry is confident that the State will henceforth deal liberally with the college.

Like his predecessor, Dr. Curry devotes himself to personal examination of the section in which the Peabody fund is disbursed, studying the wants and promise of the work, rousing public interest by his addresses, and securing the coöperation of prominent men by correspondence and conference. His efforts with the State legislatures in behalf of education have been specially fruitful in results.

A great work has been done during the year in the direction of normal institutes, which, pending the establishment of normal schools, are the chief agency for training the teachers of the common schools in the Southern States. In this connection Dr. Curry says:

These institutes have been valuable in stimulating and sustaining popular interest in education, in awakening teachers to a higher appreciation of the teacher's work, and in correcting some stereotyped prejudices in reference to the art of teaching. This year institutes, aided or sustained by the fund, have been held in all but three of the States, and with signal success. Every year makes an improvement in organization, management, and instruction. The aid given by the trustees has produced immediate results and elicited warmest expressions of gratitude.

Normal schools, as having continuous life and influence and coming more literally within the purview of the instruction of the trustees, have had much thought and labor. Permanent arrangements are needed to train the multitude of teachers which our school systems demand. The short lived institutes are not attended by all or by the most incompetent, and cannot give thorough professional discipline and training. Not a few summer months, but toilsome years, are indispensable to teacher training. The establishment of normal schools for white and colored teachers has been earnestly advised, and aid has been promised to States which may establish them, so as to insure permanency and efficiency. In nearly all the States where normal schools do not exist, the superintendents are urging the subject upon their respective legislatures with zeal and ability. I am persuaded that in my next report I shall be able to make a most satisfactory statement to the trustees in this behalf.

It will be remembered that the Peabody trustees have authorized a system of scholarships which enables a certain number of normal students from each of the Southern States to enjoy the advantages of the normal college at Nashville. From February 1 to October 1, 1881, the disbursements from the Peabody fund for normal schools and teachers' institutes were as follows:

Teachers' institutes.....	\$14, 625
Hampton Normal Institute.....	500
Pupils from South Carolina at Hampton .....	450
Sam Houston Normal College, Texas.....	4, 500
Peabody Normal Schools, Louisiana.....	1, 500
Normal college at Nashville .....	3, 000
Nashville scholarships .....	19, 050
Total.....	43, 625

This leaves a balance of \$6,750, of which \$500 went to Claflin University, \$500 to Atlanta University, and the remainder was divided between elementary schools and educational journals.

As during the last year, a judicious use was made of the Peabody medals in stimulating the pupils of public schools.

TABLE II.—*Summary of school statistics of*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
1	Selma, Ala* .....	7,529	7-21	1,757	2	.....	14	.....	882	717
2	Little Rock, Ark .....	13,138	6-21	5,288	9	1,750	34	173	2,335	1,680
3	Los Angeles, Cal.....	11,183	5-17	3,617	14	1,680	34	192	2,098	1,285
4	Oakland, Cal .....	34,555	5-17	8,242	17	6,462	135	205	7,262	5,237
5	San Francisco, Cal.....	233,959	6-17	55,115	70	.....	719	205	40,187	29,092
6	Stockton, Cal.....	10,282	5-17	2,204	8	1,954	34	210	2,136	1,326
7	Denver, Colo., $\frac{5}{8}$ of city..	35,629	6-21	*5,700	7	3,000	67	186	4,687	2,730
8	Leadville, Colo.....	14,820	6-21	2,084	5	1,400	26	140	1,533	1,039
9	Bridgeport, Conn*.....	29,148	4-16	6,641	18	4,318	91	199	5,229	3,529
10	Danbury, Conn* .....	11,666	4-16	2,588	.....	.....	44	.....	2,271	c1,554
11	Derby, Conn.....	11,650	4-16	3,333	9	.....	41	200	2,702	c1,697
12	Greenwich, Conn* .....	7,892	4-16	1,887	d19	.....	29	.....	1,552	856
13	Hartford, Conn* .....	42,551	4-16	9,652	d17	.....	140	.....	7,612	c4,886
14	Meriden, Conn.....	18,340	4-16	4,393	13	2,544	49	193	3,548	1,787
15	Middletown, Conn.....	11,732	4-16	2,651	.....	.....	47	.....	2,058	c1,276
16	New Britain, Conn.....	13,979	4-16	3,528	10	.....	36	187	1,873	1,244
17	New Haven, Conn.....	62,882	4-16	14,548	29	9,350	238	200	12,434	8,357
18	New London, Conn.....	10,537	4-16	2,090	.....	.....	41	.....	1,891	c1,240
19	Norwalk, Conn .....	13,956	4-16	3,136	d12	d3,200	42	.....	2,375	c1,476
20	Norwich, Conn .....	21,143	4-16	5,073	.....	.....	98	.....	4,216	c2,808
21	Stamford, Conn* .....	11,297	4-16	2,549	.....	.....	32	.....	1,666	c1,181
22	Waterbury, Conn*.....	20,270	4-16	4,338	d21	.....	53	.....	3,506	c2,525
23	Wilmington, Del.....	42,478	6-21	.....	19	5,864	116	193	7,065	4,392
24	Key West, Fla c.....	10,940	6-21	3,416	6	.....	18	100	795	520
25	Atlanta, Ga* .....	37,409	6-18	10,500	12	3,650	63	175	4,100	2,609
26	Augusta, Ga .....	21,891	6-18	5,628	8	.....	39	178	2,487	1,471
27	Columbus, Ga.....	10,123	6-18	g2,863	7	1,182	26	177	1,403	1,149
28	Macon, Ga .....	12,749	6-18	g3,339	7	1,500	33	176	1,881	1,125
29	Savannah, Ga.....	30,709	6-18	6,243	7	3,200	56	169	3,110	2,789
30	Belleville, Ill.....	13,404	6-21	g4,532	4	2,000	40	200	1,991	1,814
31	Chicago, Ill.....	503,185	6-21	137,035	57	50,303	991	197	66,485	45,055
32	Danville, Ill*.....	7,733	6-21	3,030	5	1,520	32	192	1,860	1,230
33	Elgin, Ill.....	8,787	6-21	2,642	7	1,120	23	185	1,400	900
34	Freeport, Ill .....	8,516	5-21	.....	6	2,000	28	196	1,700	1,350
35	Galesburg, Ill.....	11,437	6-21	*4,254	7	1,900	35	177	2,035	1,414
36	Jacksonville, Ill .....	10,927	6-21	3,693	7	1,530	37	188	1,895	1,367
37	Joliet, Ill.....	16,149	6-21	4,641	9	1,930	43	198	2,023	1,852
38	Moline, Ill.....	7,800	6-21	2,016	.....	1,208	23	175	1,565	971
39	Ottawa, Ill .....	7,834	6-21	3,254	8	1,850	40	196	1,597	.....

\* From Report of the Commissioner of Education for 1880.

a Amount paid for teaching only.

b Assessed valuation.

c For the winter term.

d In 1872.



cities containing 7,500 inhabitants and over.

Pupils.	Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
		\$10,250		\$1,818		\$1,510	a\$1,510			1
*400	b\$5,340,000	78,900	5	37,444	\$7,355	16,681	31,872	\$10 82	\$3 77	2
518	7,574,926	64,500		51,160	2,735	23,930	37,403	19 87	7 19	3
1,000	43,037,415	364,825	2.8	182,885	4,822	126,372	160,454	24 58	5 13	4
5,731	b253,545,476	3,125,900	1.7	902,486	85,892	533,755	827,324	21 37	4 11	5
124	*b6,000,000	173,557	1.8	76,067	8,371	28,865	45,594			6
*500	46,000,000	450,000	8	149,242	53,982	42,938	131,157	16 82	4 81	7
100		113,550		45,238		18,000	26,000			8
525	b11,720,503	163,950	3.25	66,066	454	42,566	61,337	12 68	4 57	9
124	b5,185,300			35,469	1,810	18,208	27,604			10
36	12,000,000	100,000	3	30,346	2,436	21,315	31,501			11
143	b3,590,067			12,580		10,810	12,580			12
1,706	b45,558,490			184,474	1,434	107,577	155,932			13
300	8,938,214	173,759		32,000		26,370	31,220	15 15	2 32	14
494	b6,033,687			27,806	533	20,165	28,826			15
817	b4,669,354		3.16	22,695	230	15,373	22,695	12 60	5 46	16
1,500	b46,523,907	601,900	3.5	218,444	20,652	138,501	193,660	16 37	3 69	17
40	b6,450,028			21,327	200	16,030	22,795			18
465	b5,306,506			37,811	160	21,120	26,772			19
385	b13,349,295			67,297	23,003	43,420	84,817			20
626	b6,648,145			29,040	7,992	16,733	29,041			21
399	b7,810,731			53,178	10,430	23,106	46,761			22
	23,500,000	268,000		81,668	15,790	49,599	73,580	11 66	5 09	23
450	b1,259,195	12,500	2.5	5,457		4,802	5,457	(\$10 49)		24
1,000	20,000,000	175,000		50,988			51,073			25
*1,236	22,834,620	26,150	1.7	f43,780	f4,238	f15,761	f32,480			26
250	4,250,000	35,200	2.97	17,412	1,912	10,435	16,971	10 64	2 45	27
300	b6,989,006	43,000	2	f25,496		f20,953	f25,257	9 50	1 00	28
500	b15,242,329	130,300		46,253		41,535	43,985	14 89	88	29
700	5,868,180	72,000		48,000	468	17,250	37,363	9 90	1 45	30
25,000	b119,152,788	2,763,396	9.47	1,345,765	303,147	581,962	1,216,506	14 49	3 91	31
355	5,000,000	69,700	13.5	35,155	2,171	13,738	21,972	11 33	1 76	32
627	5,573,142	28,230	1.34	31,452	9,830	9,192	21,696	11 10	2 36	33
200	4,883,553	80,500	14	33,747			23,170			34
	5,393,878	136,200	4.5	20,652	50	15,021	20,395	11 75	2 63	35
1,200	3,000,000	160,700	10	33,691	2,287	20,000	33,887			36
650	5,105,584	62,500	8.2	23,362	7,696	17,100	31,060	10 04	2 57	37
260		49,200		36,665	190	8,827	19,909	10 53		38
273	6,973,553	61,250	18	22,668	25	13,935	20,809	13 17	4 94	39

e Including Monroe County.

f For city and county.

g City census of 1878.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
40	Peoria, Ill.....	30,251	6-21	9,516	15	4,306	84	196	4,915	3,674
41	Quincy, Ill.....	27,268	6-21	*9,541	9	3,121	57	196	3,597	2,288
42	Rockford, Ill.....	13,129	6-21	4,132	10	2,290	58	194	2,644	1,996
43	Rock Island, Ill.....	11,659	6-21	3,590	7	1,958	39	177	2,248	1,564
44	Springfield, Ill.....	19,743	6-21	.....	6	2,300	47	198	2,792	2,078
45	Evansville, Ind.....	29,280	6-21	.....	13	5,000	127	198	4,968	4,476
46	Fort Wayne, Ind.....	26,880	6-21	13,897	9	3,788	95	192	3,472	2,762
47	Indianapolis, Ind.....	75,056	6-21	28,959	27	11,840	233	189	12,833	9,065
48	La Fayette, Ind.....	14,860	6-21	6,474	6	1,000	49	190	2,986	1,610
49	Logansport, Ind.....	11,198	6-21	3,858	7	1,660	33	196	1,887	1,271
50	Madison, Ind.....	8,945	6-21	5,283	7	1,890	41	200	1,501	1,284
51	Richmond, Ind*.....	12,742	6-21	4,845	9	2,003	51	.....	2,219	1,627
52	South Bend, Ind.....	13,280	6-21	4,705	7	2,050	36	178	1,924	1,259
53	Terre Haute, Ind.....	26,042	6-21	8,846	11	3,754	81	197	4,310	3,147
54	Vincennes, Ind.....	7,680	6-21	3,807	4	990	18	197	1,102	812
55	Cedar Rapids, Iowa.....	10,104	5-21	3,366	8	1,869	38	179	2,146	1,797
56	Clinton, Iowa*.....	9,052	5-21	3,200	8	1,375	28	188	1,819	.....
57	Council Bluffs, Iowa.....	18,063	5-21	5,501	3	1,535	41	195	2,007	1,376
58	Davenport, Iowa.....	21,831	5-21	9,309	13	4,142	89	188	4,929	3,285
59	Des Moines, west side, Iowa,*.....	22,408	5-21	3,576	5	.....	41	184	2,322	1,562
60	Dubuque, Iowa.....	22,254	5-21	10,074	9	*3,469	71	198	3,720	2,565
61	Keokuk, Iowa <sup>f</sup> .....	12,117	5-21	4,585	9	2,200	52	190	2,400	1,892
62	Muscatine, Iowa.....	8,295	5-21	2,800	7	1,550	34	210	1,500	1,400
63	Ottumwa, Iowa.....	9,004	5-21	2,700	3	1,490	27	188½	1,730	1,135
64	Lawrence, Kans*.....	8,510	5-21	3,065	d10	1,525	25	178	1,829	1,222
65	Leavenworth, Kans.....	16,546	5-21	6,796	8	2,400	39	180	3,158	2,290
66	Topeka, Kans.....	15,452	5-21	5,270	15	2,394	50	.....	3,111	.....
67	Covington, Ky*.....	29,720	6-20	10,094	5	.....	60	.....	3,286	2,485
68	Lexington, Ky.....	16,656	6-20	4,961	d9	.....	.....	238	2,182	.....
69	Louisville, Ky.....	123,758	6-20	48,837	28	.....	325	204	19,189	13,270
70	Newport, Ky*.....	20,433	6-20	6,780	5	2,510	44	204	2,692	2,032
71	Paducah, Ky.....	8,036	6-20	1,980	8	950	15	200	849	690
72	New Orleans, La.....	216,090	6-18	61,456	d69	.....	492	193	24,401	14,566
73	Auburn, Me*.....	9,555	4-21	3,078	35	3,400	40	174	2,742	1,376
74	Augusta, Me.....	8,665	4-21	2,342	26	2,000	48	175	1,220	975

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> Population of the township; township and city are united in one school district.<sup>b</sup> Includes cost of supervision.<sup>c</sup> Assessed valuation.<sup>d</sup> In 1879.

statistics of cities, &amp;c.—Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
Estimated enrolment in private schools.					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20
1,580	\$18,915,333	\$201,200	7	\$53,837	\$962	b\$38,169	\$54,683	\$10 39	\$3 66
1,700	17,000,000	210,700	6.4	61,590	7,933	27,029	49,099	12 49	3 98
460	c4,142,167	120,000	.....	32,615	28	b23,352	32,615	.....	.....
506	8,183,787	102,600	10	38,567	4,952	17,829	35,702	13 18	3 64
.....	20,000,000	197,500	10	37,242	880	25,714	36,181	11 43	.....
.....	.....	.....	.....	95,587	16,500	59,660	97,705	.....	.....
3,000	11,547,805	225,150	3.3	147,207	5,929	39,379	63,516	17 63	3 94
1,334	c51,455,965	919,137	.....	219,709	34,040	134,867	231,457	16 05	4 69
1,200	20,000,000	168,000	.....	90,905	9,000	26,958	46,818	18 60	4 88
790	*c3,723,330	145,850	2	41,463	2,502	13,800	29,058	12 58	4 01
750	c1,000,000	80,500	3.5	37,483	.....	18,129	28,754	14 11	8 27
665	d10,600,000	80,300	.....	.....	.....	.....	.....	.....	.....
570	15,000,000	131,350	.....	44,693	.....	.....	25,037	9 99	1 89
912	c14,000,000	227,021	3.2	81,911	463	42,608	55,726	14 33	2 87
550	c2,000,000	47,000	.....	23,000	.....	69,850	11,185	.....	.....
150	5,000,000	98,000	5	89,430	7,809	16,402	78,134	8 94	5 61
350	.....	83,500	13	22,032	0	12,642	21,876	.....	.....
301	12,000,000	141,300	.....	79,190	26,257	20,644	61,628	16 58	6 20
.....	16,000,000	291,200	.....	91,678	560	53,543	66,195	16 30	3 68
600	6,500,000	168,300	13	65,618	6,805	24,516	55,271	16 65	6 53
*1,750	*12,885,310	165,000	.....	63,179	10,859	35,770	60,405	13 91	5 36
400	d6,000,000	150,000	8	30,429	250	.....	g2,050	.....	.....
400	3,302,496	80,800	11	23,916	1,050	14,885	21,197	.....	.....
120	6,435,000	52,200	8.75	32,920	.....	11,902	21,905	11 96	6 99
200	c1,556,583	d100,000	.....	20,423	155	11,788	18,932	.....	.....
856	10,000,000	177,700	5	26,048	207	h19,403	21,892	9 15	0 88
200	d2,430,181	200,000	8	.....	.....	.....	.....	.....	.....
3,000	18,000,000	201,000	2.5	55,604	4,000	32,987	56,317	.....	.....
640	c4,964,005	41,000	.....	.....	.....	.....	.....	.....	.....
.....	69,216,203	866,390	2.5	223,403	.....	150,618	218,694	13 43	3 05
.....	12,000,000	133,500	2.5	30,144	0	19,634	27,893	10 49	1 87
225	4,000,000	36,300	2	7,854	.....	6,830	8,326	9 89	2 11
d12,000	c103,975,662	637,500	.....	209,938	932	229,998	274,844	16 37	2 50
.....	5,180,000	143,000	.....	16,880	646	13,207	17,164	9 60	2 95
200	4,708,823	60,000	2.25	14,922	1,300	9,500	19,796	.....	.....

e For the entire city.

f These statistics are from a return for 1880.

g Total of items reported.

h Includes pay of janitors and salaries of secretaries and other officers, and cost of supervision.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
75	Bangor, Me .....	16,856	5-21	5,479	36	3,500	79	.....	3,120	2,478
76	Bath, Me .....	7,874	4-21	2,836	16	3,300	38	190	1,836	1,536
77	Biddeford, Me .....	12,651	4-21	3,911	23	1,835	42	184	1,891	1,335
78	Lewiston, Me .....	19,083	4-21	6,274	29	.....	69	183	2,919	2,062
79	Portland, Me* .....	33,810	4-21	10,660	15	5,981	128	200	6,797	4,347
80	Rockland, Me .....	7,599	4-21	2,186	11	1,700	30	162	1,448	1,130
81	Baltimore, Md .....	332,313	6-21	*86,961	62	.....	824	200	47,048	29,424
82	Boston, Mass .....	362,839	5-15	61,056	c158	c56,177	1,276	203*	ed54,323	ed5,647
83	Brockton, Mass .....	13,608	5-15	*2,278	21	2,560	43	197	2,444	1,792
84	Brookline, Mass .....	8,057	5-15	1,263	11	.....	33	238	1,503	997
85	Cambridge, Mass* .....	52,669	5-15	9,390	29	9,124	182	197	8,537	6,614
86	Chelsea, Mass .....	21,782	5-15	3,884	.....	.....	70	195	4,443	2,947
87	Chicopee, Mass .....	11,286	5-15	2,081	10	1,270	29	191 <sup>1</sup>	1,463	824
88	Clinton, Mass .....	8,029	5-15	1,671	11	1,470	29	195	1,550	1,124
89	Fall River, Mass .....	48,961	5-15	h9,763	33	7,754	193	.....	9,363	5,845
90	Fitchburg, Mass .....	12,429	5-15	2,473	18	3,128	54	193 <sup>1</sup>	2,564	2,032
91	Gloucester, Mass* .....	19,329	5-15	4,008	24	4,032	89	200	4,126	3,223
92	Haverhill, Mass* .....	18,472	5-15	3,600	.....	3,045	89	198	3,346	2,364
93	Holyoke, Mass .....	21,915	5-15	4,640	13	2,503	84	195	4,068	2,056
94	Lawrence, Mass .....	39,151	5-15	7,143	20	5,000	108	197	5,791	4,487
95	Lowell, Mass i .....	59,475	5-15	9,121	42	7,729	160	193	9,689	6,045
96	Lynn, Mass .....	38,274	5-15	6,397	29	b5,575	121	.....	5,916	4,826
97	Malden, Mass* .....	12,017	5-15	2,082	11	2,504	54	201	2,924	1,963
98	Marlborough, Mass .....	10,127	5-15	2,121	13	2,100	42	178	2,367	1,654
99	Medford, Mass .....	7,573	5-15	h1,204	10	1,500	27	192	1,340	1,164
100	New Bedford, Mass .....	26,845	5-15	h4,083	23	.....	112	.....	4,699	3,740
101	Newburyport, Mass .....	13,538	5-15	2,552	.....	2,236	47	.....	2,205	1,498
102	Newton, Mass .....	16,995	5-15	3,252	17	*3,000	81	190	3,687	2,588
103	Northampton, Mass* .....	12,172	5-15	2,089	25	2,300	54	160 j	2,176	1,656
104	Peabody, Mass .....	9,028	5-15	h1,730	.....	.....	43	.....	1,669	1,293
105	Pittsfield, Mass .....	13,364	5-15	2,611	27	2,313	64	200	2,783	1,774
106	Quincy, Mass .....	10,570	5-15	h1,948	67	.....	66	.....	2,097	1,562
107	Somerville, Mass .....	24,933	5-15	4,204	19	5,050	96	188	5,271	3,793
108	Springfield, Mass .....	33,340	5-15	6,285	27	5,781	124	200	6,452	4,548
109	Taunton, Mass .....	21,213	5-15	3,610	31	3,801	84	195	4,064	2,921
110	Waltham, Mass* .....	11,712	5-15	2,146	12	2,238	49	195	2,306	1,653
111	Woburn, Mass .....	10,931	5-15	2,371	23	2,432	52	200	2,369	1,774
112	Worcester, Mass .....	58,291	5-15	11,363	39	10,233	235	190	11,801	8,265
113	Adrian, Mich* .....	7,849	5-20	.....	5	1,613	29	.....	1,393	1,000

\* From Report of the Commissioner of Education for 1880.

a Assessed valuation.

b In 1879.

c From semiannual returns to June, 1881.

d Average number belonging.

e Based on average number belonging.

f Includes cost of supervision and salaries of secretaries and other officers.



statistics of cities, &amp;c.—Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.		
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
150	\$10,000,000	\$75,000	2.45	\$30,569	\$403	\$23,202	\$30,563	\$9 65	\$2 53	75
50	.....	59,300	.....	18,082	.....	12,613	17,112	.....	.....	76
269	6,000,000	95,000	2.33	19,445	.....	17,366	22,674	13 57	3 41	77
300	a9,957,257	193,050	2.5	33,238	.....	23,516	33,232	12 13	3 93	78
1,330	31,153,656	350,000	2.5	94,144	13,432	59,415	94,144	13 72	4 38	79
0	3,462,990	50,000	2	10,857	0	9,110	10,856	8 06	1 55	80
b14,000	247,000,000	1,730,000	.....	623,000	65,998	476,462	681,921	16 36	4 57	81
6,922	a665,554,597	*7,466,650	.....	1,566,822	215,360	1,112,932	1,775,037	(a2 15)	.....	82
.....	a6,100,000	97,580	.....	29,227	2,816	19,136	28,628	.....	.....	83
.....	a23,723,300	121,800	1.5	36,002	.....	.....	36,003	.....	.....	84
1,748	a49,629,060	590,000	3.2	163,048	7,936	128,816	163,348	19 88	3 56	85
400	a15,761,537	398,000	3.6	.....	.....	f42,729	49,597	15 11	4 07	86
1,069	7,707,840	121,450	4.5	24,386	4,350	15,282	28,825	20 48	9 63	87
40	4,444,000	100,000	4.6	21,305	2,244	g14,858	21,305	13 22	3 75	88
831	a39,650,761	.....	.....	h83,000	10,229	g74,811	116,015	.....	.....	89
20	a9,508,584	179,853	3.9	36,937	.....	26,057	36,937	14 93	4 87	90
35	12,151,725	116,150	4.26	69,332	21,300	31,143	67,912	10 82	3 63	91
125	9,861,955	269,275	4.56	46,327	2,700	37,764	52,728	15 98	5 19	92
1,303	15,969,873	167,892	.....	58,881	18,408	30,319	58,881	15 63	4 06	93
1,400	30,000,000	285,787	2.8	72,033	15,000	56,085	89,901	13 08	3 61	94
1,200	50,000,000	523,972	3.1	144,387	25,700	.....	168,970	17 50	.....	95
130	a24,992,084	b493,500	.....	93,677	8,102	65,824	93,677	.....	.....	96
154	14,000,000	204,100	3.5	38,513	500	26,966	39,574	15 30	5 34	97
300	a3,562,563	48,100	4.19	21,238	.....	14,887	20,893	9 47	3 27	98
40	7,588,276	106,500	4	29,837	300	21,675	29,719	19 60	5 64	99
328	a27,115,322	.....	.....	82,266	.....	57,950	78,107	.....	.....	100
208	a7,535,456	.....	.....	25,066	.....	.....	26,849	.....	.....	101
*150	26,300,000	429,500	.....	84,633	.....	64,470	84,600	.....	.....	102
160	7,131,900	96,000	3.3	23,615	0	17,796	23,475	11 35	2 82	103
30	a6,813,800	.....	.....	23,723	.....	18,644	k18,644	.....	.....	104
150	7,414,405	78,300	.....	35,154	375	23,165	32,265	.....	.....	105
65	a7,560,381	b119,000	.....	33,241	.....	23,119	33,401	.....	.....	106
500	a22,569,100	344,432	3.5	81,733	32,432	62,136	82,361	16 85	4 85	107
470	a32,731,770	552,500	2.6	96,954	400	68,753	95,032	15 77	5 03	108
116	20,291,797	220,000	3	45,683	300	35,044	48,298	14 01	3 99	109
103	a8,827,150	196,800	3.8	34,228	22,600	24,636	54,849	.....	.....	110
50	8,216,833	202,500	.....	34,464	.....	23,926	34,413	14 50	4 88	111
2,000	46,867,192	898,292	3.32	152,495	48,984	119,188	200,485	14 75	3 58	112
.....	.....	109,500	.....	32,163	.....	12,198	31,800	.....	.....	113

g Includes cost of supervision.

h In 1880.

i From a return for 1880.

j In high school, 195.

k Amount paid for tuition only.

TABLE II.—Summary of school

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
114	Ann Arbor, Mich.....	8,061	5-20	2,676	6	1,480	37	198	1,900	1,427
115	Bay City, Mich.....	20,693	5-20	5,953	7	2,600	48	194	2,991	1,803
116	Detroit, Mich.....	116,340	5-20.	37,926	28	13,110	268	196	16,627	11,545
117	East Saginaw, Mich.....	19,016	5-20	6,429	11	3,075	62	194	3,314	2,503
118	Flint, Mich.....	8,409	5-20	2,373	7	1,770	37	195½	2,166	1,278
119	Grand Rapids, Mich.....	32,016	5-20	10,635	16	4,834	112	194	6,133	3,719
120	Muskegon, Mich*.....	11,262	5-20	3,807	7	1,400	33	197	1,786	1,018
121	Port Huron, Mich.....	8,883	5-20	3,003	5	.....	26	197	1,836	.....
122	Saginaw, Mich.....	10,525	5-20	*3,245	6	1,656	34	195	1,805	1,280
123	Minneapolis, Minn.....	46,887	6-21	16,600	15	5,500	133	185	6,720	4,475
124	St. Paul, Minn.....	41,473	6-21	.....	14	3,728	102	198	4,338	3,515
125	Stillwater, Minn*.....	9,055	5-21	.....	4	1,100	20	176	1,100	800
126	Winona, Minn.....	10,208	5-21	2,360	4	1,918	34	198	1,762	1,385
127	Vicksburg, Miss.....	11,814	5-21	3,671	2	1,200	21	190	1,180	812
128	Hannibal, Mo.....	11,074	6-20	3,796	8	1,590	29	190	2,095	1,337
129	Kansas City, Mo.....	55,785	6-20	16,981	11	5,500	87	196	8,026	4,509
130	St. Joseph, Mo.....	32,431	6-20	9,852	20	3,455	67	198	4,072	2,853
131	St. Louis, Mo.....	350,518	6-20	106,372	92	44,994	1,017	197	53,965	35,942
132	Sedalia, Mo.....	9,561	6-20	3,105	5	1,619	26	179	2,016	1,336
133	Lincoln, Nebr.....	13,003	5-21	2,965	12	1,750	30	176	1,772	.....
134	Omaha, Nebr.....	30,518	5-21	6,400	11	*3,700	59	196	4,042	3,300
135	Virginia City, Nev*d.....	10,917	6-18	2,559	5	1,545	32	202	2,260	1,276
136	Dover, N. H.....	11,687	5-15	2,329	18	2,042	45	167	2,029	1,437
137	Manchester, N. H*.....	32,630	5-15	c4,774	24	3,754	86	188	4,350	2,818
138	Nashua, N. H.....	13,397	5-15	.....	17	*2,140	52	.....	2,606	1,951
139	Portsmouth, N. H.....	9,690	5-	2,272	13	.....	34	200	1,922	1,771
140	Camden, N. J*.....	41,659	5-18	e12,637	16	10,000	140	200	7,935	7,291
141	Elizabeth, N. J.....	28,229	5-18	8,625	5	2,565	59	205	3,753	2,277
142	Jersey City, N. J*.....	120,722	5-18	41,226	20	14,324	328	204	22,776	12,905
143	Newark, N. J.....	136,508	5-18	41,861	32	15,600	281	205	18,626	12,145
144	New Brunswick, N. J... ..	17,166	5-18	6,305	6	2,175	46	201	2,458	1,684
145	Orange, N. J.....	13,207	5-18	*3,792	4	1,371	31	197	1,708	903
146	Paterson, N. J*.....	51,031	5-18	13,672	11	5,537	142	200	7,901	4,750
147	Plainfield, N. J.....	8,125	5-18	2,184	3	1,000	24	200	1,299	975
148	Trenton, N. J*.....	29,910	5-18	7,281	12	2,700	67	205	3,583	2,255
149	Albany, N. Y.....	90,758	5-21	35,411	26	11,857	232	197	13,976	8,986
150	Auburn, N. Y.....	21,924	5-21	6,855	11	3,334	68	194	3,184	2,307
151	Binghamton, N. Y.....	17,317	5-21	4,778	8	f2,797	64	207	3,000	2,037
152	Brooklyn, N. Y.....	566,663	5-21	*e181,083	57	61,908	1,293	201	96,077	53,194

\* From Report of the Commissioner of Education for 1880.

a Assessed valuation.

b In 1879.

c Includes cost of supervision.

statistics of cities, &amp;c.—Continued.

Pupils.	Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
200	\$4,626,150	\$140,500	.....	\$31,833	\$2,116	\$16,422	\$27,718	\$12 55	\$4 28	114
500	a7,773,310	146,000	4.7	42,072	832	16,205	35,079	9 58	3 05	115
6,731	98,768,279	821,489	.....	289,343	50,364	156,220	267,292	12 94	3 90	116
400	7,699,655	200,000	8.93	68,795	19,312	25,748	64,513	11 94	4 93	117
95	4,299,550	144,000	.....	39,060	951	13,974	29,858	10 80	3 78	118
1,000	28,350,000	386,000	7.5	107,013	17,519	48,414	90,952	13 82	3 40	119
500	ab1,214,755	81,309	.....	28,075	1,102	11,792	26,319	12 05	3 62	120
300	4,000,000	80,000	.....	20,515	665	9,490	12,348	10 20	.....	121
600	4,000,000	100,000	6.96	39,723	439	13,068	31,748	10 86	.....	122
*1,000	46,782,000	418,104	3.58	206,538	35,266	73,857	150,456	17 13	3 71	123
1,800	a27,000,000	254,000	2.5	113,308	32,500	57,736	113,413	20 11	5 00	124
600	4,000,000	100,500	2.6	27,991	998	9,234	24,120	12 79	9 20	125
350	6,500,000	180,200	.....	41,075	.....	.....	28,958	.....	.....	126
600	5,000,000	12,650	3	16,841	.....	9,151	21,446	(15 77)	.....	127
300	a2,780,000	38,700	5	21,253	96	13,919	17,323	10 22	2 60	128
.....	ab8,100,000	300,000	4	171,154	30,705	46,864	136,495	.....	.....	129
625	12,000,000	133,280	4	56,949	11,473	35,841	64,446	13 26	4 91	130
21,000	255,930,733	2,853,312	5	879,348	16,258	c585,457	762,174	16 59	2 16	131
250	a2,371,648	74,200	7	32,847	11,132	9,705	26,880	8 24	1 30	132
100	6,000,000	69,000	.....	40,438	11,210	13,124	36,919	13 09	.....	133
500	15,000,000	366,000	9	88,525	10,836	37,873	88,206	12 06	3 60	134
447	3,000,000	71,500	5	97,699	1,000	33,026	44,437	25 88	8 93	135
90	11,363,070	149,300	3	24,648	418	17,178	24,616	13 16	3 84	136
2,100	25,000,000	286,200	3.07	58,109	6,383	37,583	57,832	13 93	4 32	137
20	a9,169,414	236,891	.....	34,066	.....	.....	33,992	.....	.....	138
150	10,000,000	82,600	.....	23,906	300	16,621	23,884	.....	.....	139
1,527	22,000,000	500,000	4.5	96,914	7,445	53,192	96,825	.....	.....	140
2,439	11,762,900	79,600	3	38,285	120	23,967	37,794	13 32	4 33	141
9,000	90,000,000	658,150	2	186,349	4,926	102,600	187,409	.....	.....	142
b6,596	ab82,140,700	910,000	.....	208,040	9,504	c158,657	217,424	13 06	4 06	143
1,200	10,832,000	125,290	2.54	48,967	42	19,259	48,480	13 51	2 21	144
900	7,000,000	100,000	.....	32,737	8,109	15,629	32,737	20 78	6 49	145
b1,500	b19,169,609	257,100	.....	83,983	2,100	c54,155	76,022	11 40	3 03	146
450	9,000,000	63,000	5.8	25,430	222	12,688	25,275	15 58	3 04	147
2,604	b20,000,000	143,265	15	51,882	.....	29,800	41,744	14 81	3 65	148
4,474	68,930,390	765,397	.....	281,226	19,038	143,776	195,111	16 27	3 32	149
1,200	12,058,784	154,200	3.32	44,058	1,654	27,730	42,019	12 80	4 69	150
528	8,920,812	197,349	5.9	48,570	9,744	28,253	47,482	14 56	3 10	151
*50,000	*40,000,000	5,143,553	.....	1,129,220	58,850	603,618	1,083,560	14 63	4 62	152

d Exclusive of Gold Hill, a separate district.

e Estimated.

f Number actually occupied.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
153	Buffalo, N. Y* .....	155,134	5-21	a56,000	42	.....	439	199	18,606	14,555
154	Cohoes, N. Y* .....	19,416	5-21	7,991	8	2,110	50	204	2,674	1,601
155	Elmira, N. Y .....	20,541	5-21	6,032	8	b3,825	80	195	4,198	2,971
156	Hornellsville, N. Y*.....	8,195	5-21	2,439	3	1,296	25	197	1,433	807
157	Hudson, N. Y*.....	8,670	5-21	2,975	3	.....	21	.....	1,158	.....
158	Ithaca, N. Y .....	9,105	5-21	2,703	6	1,730	32	191	1,918	1,365
159	Kingston, N. Y*c.....	d18,344	5-21	2,704	5	1,671	32	200	1,889	1,083
160	Lockport, N. Y* .....	13,522	5-21	4,185	7	2,664	44	198	2,624	1,585
161	Long Island City, N. Y..	17,129	5-21	5,717	7	.....	70	201	3,837	2,179
162	Newburgh, N. Y .....	18,049	5-21	*5,897	6	2,500	64	200	3,325	2,129
163	New York, N. Y.....	1,206,299	5-21	393,000	130	150,484	3,443	200	274,040	133,161
164	Ogdensburg, N. Y*.....	10,341	5-21	4,044	9	2,500	30	199	2,070	1,114
165	Oswego, N. Y .....	21,116	5-21	7,988	14	3,760	66	194	3,986	2,618
166	Plattsburgh, N. Y .....	8,283	5-21	2,160	.....	.....	.....	.....	1,371	.....
167	Poughkeepsie, N. Y.....	20,207	5-21	g6,002	10	2,770	62	201	2,760	1,915
168	Rochester, N. Y .....	89,366	5-21	37,000	27	13,030	270	196	13,381	8,788
169	Rome, N. Y .....	12,194	5-21	3,129	8	2,050	31	198	1,700	1,427
170	Saratoga Springs, N. Y..	8,421	5-21	2,639	12	1,726	32	200	1,668	1,097
171	Schenectady, N. Y*.....	13,655	5-21	4,500	9	.....	42	.....	2,288	.....
172	Syracuse, N. Y .....	51,792	5-21	18,598	19	8,383	186	196	9,379	7,174
173	Troy, N. Y*.....	56,747	5-21	18,464	17	6,500	142	201	9,351	5,613
174	Utica, N. Y .....	33,914	5-21	12,048	18	4,690	107	196	5,318	3,399
175	Watertown, N. Y.....	10,697	5-21	3,128	9	.....	52	.....	2,154	.....
176	Raleigh, N. C.....	9,265	6-21	i4,388	i5	.....	23	196i	i1,778	i1,000
177	Akron, Ohio.....	16,512	6-21	4,719	8	2,987	56	194	3,195	2,485
178	Canton, Ohio.....	12,258	6-21	4,367	7	2,604	53	189	2,838	1,977
179	Chillicothe, Ohio.....	10,938	6-21	3,387	5	1,825	44	186	1,925	1,478
180	Cincinnati, Ohio.....	255,139	6-21	87,997	53	36,881	671	200	35,592	27,279
181	Cleveland, Ohio.....	160,146	6-21	52,412	42	22,498	445	195	24,836	17,017
182	Columbus, Ohio.....	51,647	6-21	15,899	26	7,632	153	195	8,014	6,103
183	Dayton, Ohio.....	38,678	6-21	11,225	14	6,340	133	195	6,502	4,670
184	Fremont, Ohio .....	8,446	6-21	2,351	7	1,100	19	185	1,040	718
185	Hamilton, Ohio .....	12,122	6-21	4,895	5	2,100	36	195	2,008	1,477
186	Ironton, Ohio* .....	8,857	6-21	2,720	5	1,600	29	185	1,807	.....
187	Newark, Ohio.....	9,600	6-21	3,880	6	2,024	40	183	1,853	1,305
188	Portsmouth, Ohio.....	11,321	6-21	*3,734	6	2,200	43	190	2,215	1,905
189	Sandusky, Ohio.....	15,838	6-21	6,290	10	2,770	49	195	2,519	1,869
190	Springfield, Ohio.....	20,730	6-21	6,352	11	3,186	61	193	3,134	2,348

\*From Report of the Commissioner of Education for 1880.

a Estimated.

b Exclusive of 300 sittings in a building formerly used for evening schools.

c These statistics are for the Kingston school district only.

d For the entire city.

e In 1879.



statistics of cities, &amp;c.—Continued.

Pupils.	Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improve- ments.	Teachers' salaries.	Total expenditure.	Instruction and su- pervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
9,628	\$89,237,320	\$180,100	.....	\$351,095	\$3,785	\$282,927	\$347,204	\$19 75	\$3 63	153
500	10,982,664	100,000	7.2	42,250	441	22,027	34,381	14 25	6 94	154
816	10,633,000	316,000	4.75	71,812	10,341	40,729	70,939	14 21	3 16	155
350	6,000,000	35,695	5.2	14,568	9,062	9,475	21,873	13 47	2 39	156
700	.....	25,000	.....	21,158	6,237	8,705	15,647	.....	.....	157
75	6,000,000	60,200	7.58	29,650	8,141	14,338	29,650	11 82	2 57	158
197	5,475,440	148,500	3.28	25,823	196	15,149	22,472	15 11	1 35	159
500	8,250,000	105,000	3.2	37,822	2,074	22,267	32,419	14 68	4 47	160
.....	<i>c</i> 4,681,847	65,000	.....	46,003	2,026	26,385	39,697	.....	.....	161
701	17,000,000	192,000	4.2	47,787	6,198	29,206	44,757	14 42	3 69	162
40,000	1,644,635,197	11,775,000	2.99	3,690,283	343,510	2,662,008	3,690,283	20 24	4 89	163
570	.....	45,000	.....	15,117	3,000	10,800	21,263	.....	.....	164
1,268	<i>f</i> 6,712,111	168,380	4.5	47,808	2,752	28,168	45,462	11 06	5 25	165
80	3,000,000	57,000	7	18,246	.....	259	21,143	.....	.....	166
828	<i>f</i> 11,992,115	128,005	2.41	53,824	6,518	25,645	40,653	13 97	3 85	167
3,500	85,000,000	501,089	3.58	214,609	15,499	129,783	214,179	14 76	7 65	168
465	7,500,000	75,250	2.05	15,999	.....	11,392	15,243	8 47	1 78	169
319	19,201,040	69,300	4	35,027	2,439	13,691	22,222	14 99	4 37	170
450	.....	72,000	.....	23,092	1,360	18,774	23,092	.....	.....	171
1,862	28,104,332	779,900	3.2	128,840	20,826	<i>h</i> 84,332	128,839	11 75	3 30	172
1,200	46,492,376	243,800	.....	106,399	.....	80,396	106,399	14 69	4 25	173
1,327	21,940,721	654,532	3.4	110,919	12,323	50,845	79,259	15 63	4 05	174
100	.....	95,000	.....	39,373	4,766	17,991	29,373	.....	.....	175
<i>i</i> 250	<i>i</i> 10,000,000	45,000	1.2	<i>i</i> 10,732	.....	.....	.....	.....	.....	176
750	10,000,000	208,200	6	88,457	7,495	27,826	86,228	12 00	6 80	177
600	<i>f</i> 5,379,824	*152,200	5	49,172	9,485	22,803	45,817	(12 87)	.....	178
350	7,373,645	170,400	5.75	43,062	5,904	21,130	34,577	15 65	3 50	179
16,525	<i>f</i> 162,500,000	2,000,000	.....	742,941	49,137	462,430	687,152	20 14	2 14	180
9,865	*220,941,582	<i>j</i> 1,663,035	4.5	399,030	76,126	276,316	420,219	16 83	3 38	181
2,107	48,000,000	718,384	5.6	207,986	21,960	102,290	183,777	17 61	5 15	182
1,802	27,000,000	360,000	6	176,333	16,342	89,207	142,814	19 64	4 17	183
450	3,000,000	54,000	7	17,610	50	9,334	14,950	15 09	4 82	184
1,000	7,000,000	125,000	5	46,419	2,000	19,544	38,543	14 38	3 58	185
300	3,535,420	39,200	2.88	20,748	2,151	13,666	21,162	10 65	2 44	186
300	.....	95,350	4.5	45,656	.....	16,881	22,865	.....	.....	187
*200	*5,000,000	*180,000	.....	*49,108	.....	*18,590	*31,397	*12 40	*2 60	188
880	11,000,000	170,000	7	55,798	5,693	20,710	48,660	12 16	3 56	189
<i>e</i> 800	<i>e</i> 15,000,000	119,819	5.5	84,648	19,862	35,022	68,739	15 68	4 10	190

*f* Assessed valuation.*g* Census of 1877.*h* Includes cost of supervision.*i* For city and county.*j* In 1878.

TABLE II.—*Summary of school*

Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
								Whole number enrolled.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10
191 Steubenville, Ohio .....	12, 093	6-21	5, 973	6	2, 100	43	195	2, 350	1, 784
192 Tiffin, Ohio.....	7, 879	6-21	3, 379	5	1, 456	30	192	1, 281	964
193 Toledo, Ohio .....	50, 137	6-21	17, 579	23	7, 000	130	195	7, 677	5, 001
194 Zanesville, Ohio.....	18, 113	6-21	5, 930	17	.....	71	197	3, 061	2, 203
195 Portland, Oreg.....	20, 511	4-20	5, 314	4	2, 390	56	200	2, 972	2, 172
196 Allegheny, Pa*.....	78, 682	6-21	.....	21	10, 500	202	193	11, 610	8, 287
197 Allentown, Pa*.....	18, 063	6-21	4, 500	8	3, 200	53	168	3, 429	2, 432
198 Altoona, Pa.....	19, 710	6-21	.....	11	3, 010	51	187	3, 054	2, 535
199 Bradford, Pa.....	9, 197	6-21	.....	4	.....	22	220	1, 200	.....
200 Carbondale, Pa.....	7, 714	6-21	d3, 000	7	1, 470	24	191	1, 821	1, 212
201 Chester, Pa.....	14, 997	6-21	.....	9	2, 100	48	197	2, 512	1, 679
202 Danville, Pa*.....	8, 346	6-21	.....	7	1, 794	28	160	1, 638	1, 233
203 Easton, Pa.....	11, 924	6-21	.....	9	.....	52	.....	2, 291	1, 688
204 Erie, Pa*.....	27, 737	6-21	8, 319	18	3, 700	100	196	4, 244	2, 911
205 Harrisburg, Pa.....	30, 762	6-21	.....	23	5, 641	109	200	5, 667	3, 824
206 Lebanon, Pa.....	8, 778	6-21	2, 300	8	.....	30	187	1, 500	1, 200
207 Meadville, Pa*.....	8, 860	6-21	.....	4	1, 908	35	173	1, 800	1, 483
208 New Castle, Pa.....	8, 418	6-18	.....	4	1, 700	31	166	1, 560	1, 096
209 Norristown, Pa.....	13, 063	6-21	3, 748	6	2, 260	44	201	2, 218	1, 599
210 Philadelphia, Pa.....	847, 170	6-	.....	232	102, 185	2, 113	208	102, 185	791, 894
211 Pittsburgh, Pa.....	156, 389	.....	.....	55	.....	505	.....	26, 816	17, 180
212 Reading, Pa.....	43, 278	6-21	13, 697	26	7, 551	153	189	6, 911	5, 609
213 Scranton, Pa*.....	45, 850	6-21	19, 800	30	8, 000	169	220	10, 174	6, 861
214 Shamokin, Pa*.....	8, 184	6-21	3, 300	5	.....	24	186	1, 653	950
215 Shenandoah, Pa.....	10, 147	6-21	d3, 400	4	2, 010	28	189	2, 103	1, 243
216 Titusville, Pa.....	9, 046	6-21	.....	4	1, 632	34	200	1, 479	1, 142
217 Williamsport, Pa.....	18, 934	6-21	d4, 850	25	3, 485	65	165	3, 432	2, 236
218 York, Pa.....	13, 940	6-21	2, 669	9	2, 465	50	178	2, 419	1, 786
219 Lincoln, R. I*.....	13, 765	5-15	2, 963	12	.....	41	.....	2, 200	1, 204
220 Newport, R. I.....	15, 693	5-16	3, 419	11	2, 241	56	196	2, 437	1, 569
221 Pawtucket, R. I*.....	19, 080	5-15	3, 292	18	2, 710	47	.....	3, 699	1, 902
222 Providence, R. I.....	104, 857	5-16	19, 819	49	.....	301	.....	14, 194	9, 914
223 Warwick, R. I.....	12, 164	5-15	2, 463	19	.....	30	192	2, 129	1, 088
224 Woonsocket, R. I.....	16, 050	5-15	2, 059	14	2, 145	37	195	2, 832	1, 400
225 Charleston, S. C*.....	49, 984	6-16	12, 727	5	.....	91	190	7, 284	.....
226 Chattanooga, Tenn.....	12, 992	6-21	3, 224	7	.....	33	158	2, 334	.....
227 Knoxville, Tenn.....	9, 693	6-21	3, 044	5	1, 541	29	196	1, 984	1, 458
228 Memphis, Tenn.....	33, 592	6-21	9, 745	10	3, 780	62	164	4, 367	2, 578
229 Nashville, Tenn.....	43, 350	6-21	14, 512	13	5, 950	97	182	5, 845	4, 371

\* From Report of the Commissioner of Education for 1880.

a Assessed valuation.

b In 1879.

c Includes cost of supervision.

statistics of cities, &amp;c.—Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.		
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
450	a\$5,409,440	\$127,000	3.5	\$45,307	\$621	\$19,548	\$27,430	\$11 85	\$3 16	191
600	a3,129,000	40,000	5.5	28,502	3,500	12,224	20,097	.....	.....	192
2,000	67,000,000	596,000	6	236,103	.....	55,585	152,344	11 61	3 70	193
500	a7,418,810	200,000	5	57,409	.....	7,226	33,878	15 92	3 31	194
600	15,000,000	170,600	5	81,615	.....	2,304	39,564	19 07	8 77	195
b3,500	a46,000,000	927,855	4.25	260,837	58,602	106,375	252,527	12 85	1 58	196
500	9,500,000	415,000	.....	62,637	.....	c17,828	53,549	7 33	.....	197
900	6,000,000	101,620	15	57,388	19,686	17,378	50,444	7 25	2 69	198
350	a2,100,000	27,200	17	40,113	.....	.....	31,318	.....	.....	199
200	2,500,000	27,200	11	10,204	3,029	7,304	11,811	6 27	97	200
200	a6,384,409	110,000	4.5	31,482	2,524	c22,679	29,702	.....	.....	201
75	2,090,883	75,000	10	8,968	.....	6,826	9,444	.....	.....	202
.....	ab9,201,624	219,200	.....	57,509	.....	.....	40,443	.....	.....	203
1,500	25,000,000	293,200	4	66,799	11,509	35,353	68,425	12 80	3 83	204
400	15,685,152	398,281	13	94,574	23,483	51,014	93,825	13 33	2 43	205
300	4,200,000	76,250	10	20,856	39	9,403	18,881	8 25	1 64	206
200	3,425,575	136,000	11	26,816	1,651	15,151	24,440	11 90	1 84	207
40	a3,000,000	45,000	4.5	30,085	11,746	9,044	26,446	.....	.....	208
400	a6,533,880	164,700	7	41,509	2,726	20,667	39,875	13 36	4 00	209
.....	a543,669,129	6,003,084	.....	1,438,849	71,818	1,033,638	1,503,052	11 24	4 32	210
b12,000	a96,721,883	1,900,000	.....	590,754	8,976	272,170	468,524	(20 86)	.....	211
960	25,000,000	281,600	3	77,287	9,454	50,768	100,453	9 59	.....	212
1,500	30,000,000	300,000	6	101,075	4,610	58,111	83,624	9 60	3 07	213
300	5,000,000	40,000	.....	13,229	3,220	7,236	13,204	8 46	.....	214
.....	3,000,000	61,000	12	20,558	2,003	8,581	19,393	8 11	3 09	215
.....	.....	64,275	15	55,935	2,155	14,666	54,926	.....	.....	216
1,300	12,500,000	142,250	5.5	42,418	500	22,706	42,346	10 65	8 02	217
260	8,000,000	125,000	3.5	24,960	253	17,353	28,176	10 27	2 83	218
277	a8,586,023	69,000	1.4	27,158	8,000	15,110	24,912	.....	.....	219
795	30,000,000	225,333	1.2	43,460	1,075	32,105	43,445	21 65	5 26	220
150	a17,839,212	176,000	.....	51,000	.....	24,066	35,598	.....	.....	221
3,599	*a168,547,726	b1,450,000	.....	222,285	27,873	171,718	268,464	.....	.....	222
.....	a10,104,900	29,100	1.5	11,471	.....	11,175	11,458	10 53	.....	223
599	*a8,827,565	*124,650	.....	36,971	.....	.....	36,971	.....	.....	224
.....	a26,422,000	125,000	3	65,142	.....	b50,902	62,840	.....	.....	225
350	a4,200,000	39,750	6	17,186	2,793	13,758	20,796	10 88	1 95	226
120	4,592,735	38,700	2.5	15,701	180	12,716	15,699	8 72	.....	227
.....	a12,650,030	139,050	2	33,548	.....	30,733	41,559	12 50	3 61	228
500	18,750,000	194,500	5	95,610	830	56,775	95,609	13 89	1 76	229

d Estimated.

e Includes pay of janitors, cost of supervision, and salaries of secretaries and other officers.

f In primary and grammar schools.

g Includes salaries of secretaries and other officers.

TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
230	Houston, Tex*.....	16,513	8-14	2,746	a14	a1,147	23	a157	a1,756	a1,172
231	San Antonio, Tex*.....	20,550	-14	3,022	5	1,100	22	200	1,584	934
232	Burlington, Vt.....	11,365	5-20	.....	.....	.....	33	.....	1,425	.....
233	Rutland Vt*.....	12,149	5-20	.....	.....	.....	64	.....	2,395	.....
234	Alexandria, Va.....	13,659	5-21	b4,582	4	1,150	19	180	1,204	911
235	Danville, Va*.....	7,526	5-21	2,126	2	500	15	160	1,059	724
236	Lynchburg, Va.....	15,959	5-21	4,907	5	1,350	31	194	1,872	1,171
237	Norfolk, Va*.....	21,966	5-21	6,695	7	1,320	26	191	1,613	1,117
238	Petersburg, Va.....	21,656	5-21	7,203	6	a1,808	28	185	2,083	1,518
239	Portsmouth, Va.....	11,390	5-21	3,210	3	.....	14	202	997	575
240	Richmond, Va*.....	63,600	5-21	21,536	12	5,840	129	188	5,821	4,778
241	Appleton, Wis*.....	8,005	4-20	2,897	8	1,800	28	178	1,638	1,490
242	Fond du Lac, Wis*.....	13,094	4-20	5,482	17	2,800	46	200	2,321	1,515
243	Janesville, Wis.....	9,018	4-20	3,384	10	1,815	36	176	1,482	.....
244	La Crosse, Wis.....	14,505	4-20	4,531	13	2,200	44	197	2,628	1,708
245	Madison, Wis.....	10,324	4-20	3,517	9	3,480	36	180	1,925	1,732
246	Milwaukee, Wis.....	115,587	4-20	40,096	26	16,208	318	200	15,249	12,398
247	Oshkosh, Wis.....	15,748	4-20	6,180	9	3,500	54	196	2,148	1,970
248	Racine, Wis.....	16,031	4-20	6,296	9	3,000	46	200	2,388	1,555
249	Watertown, Wis.....	7,882	4-20	3,462	5	1,100	22	196	1,084	873
250	Georgetown, D. C. d.....	108,688	6-17	27,142	55	14,393	278	190	16,407	12,638
251	Washington, D. C. d.....									
	Total.....	10,757,645	.....	2,749,270	3,918	1,188,367	30,155	.....	1,738,108	1,134,825

\* From Report of the Commissioner of Education for 1880.

a In 1879.

b Census of 1880.

c Assessed valuation.



Statistics of cities, &c.—Continued.

Pupils.	Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
a360	a\$6,000,000	\$31,100	.....	a\$17,591	.....	.....	\$15,346	.....	.....	230
1,000	12,000,000	45,000	.....	22,550	\$4,875	\$10,050	17,639	\$12 37	\$1 27	231
1,000	.....	.....	.....	18,827	886	14,590	19,628	.....	.....	232
490	.....	.....	.....	.....	.....	13,152	32,643	.....	.....	233
1,100	4,600,000	49,400	2.8	14,083	115	8,333	11,087	9 53	2 10	334
336	2,718,620	20,100	.....	5,999	0	5,070	5,999	7 14	1 14	235
500	c8,000,000	56,000	4.5	42,100	21,832	14,448	41,998	13 30	3 58	236
550	9,674,451	59,000	.....	19,546	734	12,825	16,214	.....	.....	237
1,200	c8,576,967	57,000	1.9	17,500	.....	12,943	17,232	8 58	2 76	238
819	3,130,230	15,500	2	9,122	0	6,750	8,670	13 00	2 08	239
3,500	39,766,706	259,603	.....	108,441	8,947	45,671	83,802	10 95	2 21	240
316	.....	60,800	.....	22,886	1,115	11,927	16,492	.....	.....	241
500	c3,112,120	125,110	6	23,363	771	16,825	22,499	11 36	2 77	242
175	5,247,847	82,000	4	20,069	1,575	12,583	18,112	.....	.....	243
675	8,000,000	94,700	8	47,015	2,000	23,943	35,348	15 24	5 52	244
600	6,000,000	111,000	4	29,008	2,043	16,136	22,129	.....	.....	245
9,500	58,178,074	702,397	2.5	308,500	16,653	168,009	262,764	14 42	5 52	246
1,000	c5,052,119	140,000	6.5	47,134	.....	.....	31,623	.....	.....	247
954	8,155,230	85,900	3.09	33,605	1,103	22,317	30,111	15 00	.....	248
800	3,000,000	36,000	6.5	16,311	1,657	8,018	11,757	8 40	1 60	249
5,481	82,538,706	943,085	.....	c499,268	73,287	178,176	c471,416	14 68	5 36	250
410,561	8,321,399,140	91,418,729	.....	28,117,418	2,735,249	16,525,285	26,760,741	.....	.....	251

d These statistics are for white schools only; for those in which colored schools are included, see Table I of appendix.

e Includes proportion paid to colored schools.

TABLE II.—Average expenses per capita of daily average attendance in city public schools.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Virginia City, Nev .....	\$25 88	\$8 93	Trenton, N. J .....	\$14 81	\$3 65
Oakland, Cal .....	24 58	5 13	Rochester, N. Y.....	14 76	7 65
Newport, R. I .....	21 65	5 26	Worcester, Mass.....	14 75	3 58
San Francisco, Cal .....	21 37	4 11	Troy, N. Y .....	14 69	4 25
Orange, N. J.....	20 78	6 49	Georgetown, D. C.....	} 14 68	5 36
Chicopee, Mass.....	20 48	9 63	Washington, D. C.....		
New York, N. Y.....	20 24	4 89	Lockport, N. Y .....	14 68	4 47
Cincinnati, Ohio.....	20 14	2 14	Brooklyn, N. Y.....	14 63	4 62
St. Paul, Minn.....	20 11	5 00	Binghamton, N. Y.....	14 56	3 10
Cambridge, Mass.....	19 88	3 56	Woburn, Mass .....	14 50	4 88
Los Angeles, Cal .....	19 87	7 19	Chicago, Ill .....	14 49	3 91
Buffalo, N. Y.....	19 75	3 63	Milwaukee, Wis.....	14 42	5 52
Dayton, Ohio.....	19 64	4 17	Newburgh, N. Y.....	14 42	3 69
Medford, Mass.....	19 60	5 64	Hamilton, Ohio .....	14 38	3 58
Portland, Oreg .....	19 07	8 77	Terre Haute, Ind .....	14 33	2 87
La Fayette, Ind.....	18 60	4 88	Cohoes, N. Y.....	14 25	6 94
Fort Wayne, Ind.....	17 63	3 94	Elmira, N. Y.....	14 21	3 16
Columbus, Ohio .....	17 61	5 15	Madison, Ind.....	14 11	8 27
Lowell, Mass .....	17 50	.....	Taunton, Mass.....	14 01	3 99
Minneapolis, Minn.....	17 13	3 71	Poughkeepsie, N. Y.....	13 97	3 85
Somerville, Mass.....	16 85	4 85	Dubuque, Iowa.....	13 94	5 36
Cleveland, Ohio.....	16 83	3 38	Manchester, N. H.....	13 93	4 32
Denver, Colo.....	16 82	4 81	Nashville, Tenn.....	13 89	1 76
Des Moines (west side), Iowa.....	16 65	6 53	Grand Rapids, Mich .....	13 82	3 40
St. Louis, Mo .....	16 59	2 16	Portland, Me.....	13 72	4 38
Council Bluffs, Iowa .....	16 58	6 20	Biddeford, Me.....	13 57	3 41
New Haven, Conn .....	16 37	3 69	New Brunswick, N. J.....	13 51	2 21
New Orleans, La .....	16 37	2 50	Hornellsville, N. Y.....	13 47	2 39
Baltimore, Md.....	16 36	4 57	Louisville, Ky.....	13 43	3 05
Davenport, Iowa .....	16 30	3 68	Norristown, Pa .....	13 36	4 00
Albany, N. Y .....	16 27	3 32	Harrisburg, Pa.....	13 33	2 43
Indianapolis, Ind.....	16 05	4 69	Elizabeth, N. J.....	13 32	4 23
Haverhill, Mass .....	15 98	5 19	Lynchburg, Va.....	13 30	3 58
Zanesville, Ohio .....	15 92	3 31	St. Joseph, Mo .....	13 26	4 91
Springfield, Mass .....	15 77	5 03	Clinton, Mass .....	13 22	3 75
Springfield, Ohio .....	15 68	4 10	Rock Island, Ill.....	13 18	3 64
Chillicothe, Ohio.....	15 65	3 50	Ottawa, Ill.....	13 17	4 94
Holyoke, Mass .....	15 63	4 06	Dover, N. H.....	13 16	3 84
Utica, N. Y .....	15 63	4 05	Lincoln, Nebr.....	13 09	.....
Plainfield, N. J .....	15 58	3 04	Lawrence, Mass.....	13 08	3 61
Malden, Mass .....	15 30	5 34	Newark, N. J .....	13 06	4 06
La Crosse, Wis .....	15 24	5 52	Portsmouth, Va.....	13 00	2 08
Meriden, Conn .....	15 15	2 32	Detroit, Mich .....	12 94	3 90
Chelsea, Mass.....	15 11	4 07	Allegheny, Pa .....	12 85	1 58
Kingston, N. Y .....	15 11	1 35	Auburn, N. Y.....	12 80	4 69
Fremont, Ohio.....	15 09	4 82	Erie, Pa.....	12 80	3 83
Racine, Wis .....	15 00	.....	Stillwater, Minn.....	12 79	9 20
Saratoga Springs, N. Y.....	14 99	4 37	Bridgeport, Conn.....	12 68	4 57
Fitchburg, Mass .....	14 93	4 87	New Britain, Conn.....	12 60	5 46
Savannah, Ga.....	14 89	88	Logansport, Ind.....	12 58	4 01

TABLE II.—Average expenses per capita of daily average attendance, &amp;c.—Continued.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Ann Arbor, Mich.....	\$12 55	\$4 28	Newport, Ky.....	\$10 40	\$1 87
Memphis, Tenn.....	12 50	3 61	Peoria, Ill.....	10 39	3 66
Quincy, Ill.....	12 49	3 98	York, Pa.....	10 27	2 83
Portsmouth, Ohio.....	12 40	2 60	Hannibal, Mo.....	10 22	2 60
San Antonio, Tex.....	12 37	1 27	Port Huron, Mich.....	10 20	.....
Sandusky, Ohio.....	12 16	3 56	Joliet, Ill.....	10 04	2 57
Lewiston, Me.....	12 13	3 93	South Bend, Ind.....	9 99	1 89
Omaha, Nebr.....	12 06	3 60	Belleville, Ill.....	9 90	1 45
Muskegon, Mich.....	12 05	3 62	Paducah, Ky.....	9 89	2 11
Akron, Ohio.....	12 00	6 80	Bangor, Me.....	9 65	2 53
Ottumwa, Iowa.....	11 96	6 99	Seranton, Pa.....	9 60	3 07
East Saginaw, Mich.....	11 94	4 93	Auburn, Me.....	9 60	2 95
Meadville, Pa.....	11 90	1 84	Reading, Pa.....	9 59	.....
Steubenville, Ohio.....	11 85	3 16	Bay City, Mich.....	9 58	3 05
Ithaca, N. Y.....	11 82	2 57	Alexandria, Va.....	9 53	2 10
Syracuse, N. Y.....	11 75	3 30	Macon, Ga.....	9 50	1 00
Galesburg, Ill.....	11 75	2 63	Marlborough, Mass.....	9 47	3 27
Wilmington, Del.....	11 66	5 09	Leavenworth, Kans.....	9 15	88
Toledo, Ohio.....	11 61	3 70	Cedar Rapids, Iowa.....	8 94	5 61
Springfield, Ill.....	11 43	.....	Knoxville, Tenn.....	8 72	.....
Paterson, N. J.....	11 40	3 03	Petersburg, Va.....	8 58	2 76
Fond du Lac, Wis.....	11 36	2 77	Rome, N. Y.....	8 47	1 78
Northampton, Mass.....	11 35	2 82	Shamokin, Pa.....	8 46	.....
Danville, Ill.....	11 33	1 76	Watertown, Wis.....	8 40	1 60
Philadelphia, Pa.....	11 24	4 32	Lebanon, Pa.....	8 25	1 64
Elgin, Ill.....	11 10	2 36	Sedalia, Mo.....	8 24	1 30
Osvego, N. Y.....	11 06	5 25	Shenandoah, Pa.....	8 11	3 09
Richmond, Va.....	10 95	2 21	Rockland, Me.....	8 06	1 55
Chattanooga, Tenn.....	10 88	1 95	Allentown, Pa.....	7 33	.....
Saginaw, Mich.....	10 86	.....	Altoona, Pa.....	7 25	2 69
Little Rock, Ark.....	10 82	3 77	Danville, Va.....	7 14	1 14
Gloucester, Mass.....	10 82	3 63	Carbondale, Pa.....	6 27	97
Flint, Mich.....	10 80	3 78	Boston, Mass.....	(a\$27 15)	.....
Williamsport, Pa.....	10 65	8 02	Pittsburgh, Pa.....	(20 86)	.....
Ironton, Ohio.....	10 65	2 44	Vicksburg, Miss.....	(15 77)	.....
Columbus, Ga.....	10 64	2 45	Canton, Ohio.....	(12 87)	.....
Moline, Ill.....	10 53	.....	Key West, Fla.....	(10 49)	.....
Warwick, R. I.....	10 53	.....			

a Based on average number belonging.

Table II presents the statistics of 251 cities, as against 244 in 1880. Their school population is above 17 per cent. of the whole school population of the country, enrolment above 17 per cent. of the total enrolment, and average daily attendance, exclusive of private schools, 26 per cent. of that reported for the entire country. The relative importance of the school interests of these cities is more plainly indicated by the financial statistics. Their annual school income is about 33 per cent. of that reported for the whole country, the expenditure 32 per cent. of the total expenditure, and the value of school property 49 per cent. of the total valuation.

The school system is well organized in the majority of the cities and upon essentially the same plan. The general management is in charge of a board of education; the practical administration is intrusted to a superintendent, who is a salaried officer. Since the creation of this office and its general adoption the schools of the different cities have been brought into remarkable agreement as respects gradation, courses of study, and standards and methods of examination; instruction has greatly improved; and school funds have been used with more economy and better returns for the outlay. The following are the chief matters now demanding attention: (1) The increase of school accommodation; (2) the control of truants and absentees; (3) adaptation of studies and methods; (4) the conditions affecting the health of pupils, viz, the construction and sanitary arrangement of school buildings, physical training, and amount and continuity of intellectual effort.

#### SCHOOL ACCOMMODATION.

A careful study of Table II, appendix, will show that in a large proportion of the cities, especially in the Northern States, school accommodation is kept well up to the demand. Deficiency in this respect in southern cities arises from lack of funds and from the fact that the establishment of public schools is so recent. Where such deficiency exists in the northern cities it is due to the rapid increase of population and is complicated with the problems of immigration, pauperism, and the labor of children.

Hon. Stephen A. Walker, president of the board of education of New York City, reports 9,189 children turned away during the year from lack of accommodation. No definite statements of this kind have been received from other cities, but New York is not alone in the experience. Chicago has established "double divisions" to meet the pressure, and reports 6,668 half time pupils for the current year. Other cities have adopted the same expedient. The following statistics show the status of four of the largest cities of the United States with reference to elementary school provision:

Cities.	Legal school age.	Population.	School population.	Sittings for study.	Enrolment.	Average attendance.	Estimated enrolment in private schools.
New York.....	5-21	1,206,209	393,000	150,484	274,040	133,161	40,000
Brooklyn.....	5-21	566,663	181,083	61,908	96,077	53,194	50,000
Chicago.....	6-21	503,185	137,035	50,303	66,485	45,055	25,000
Boston.....	5-15	362,839	61,056	56,177	54,323	45,647	6,922

It will be seen that Boston is the only one of the four in which the number of sittings is very nearly equal to the school population. The school age in this city includes only the ordinary period of school attendance, viz, 5-15 years; 2,294 pupils above 15 years of age are reported in attendance and 42 below 5 years of age, or a total of 2,336, which would make very little difference in the estimates. The ratio of school population in Boston to total population is 168 to 1,000. Estimated by this ratio the school population of the other cities under consideration would be as follows: New York, 202,643; Brooklyn, 95,199; and Chicago, 84,535. By comparing these figures with the respective number of sittings it appears that for the accommodation of the estimated number of children New York would require 52,159 additional sittings; Brooklyn, 33,291; Chicago, 34,232; whereas the sittings in Boston are only 4,879 less than the school population. Again, Boston is the only one of the four cities in which the enrolment is less than the accommodation, while



at the same time the attendance upon private schools is very small. In other words, the problem of school accommodation appears to have been solved by the public schools of that city. The school committee report 40 per cent. of school children in the primary schools, a number about equal to the total of children from 5 to 8 years of age inclusive, which is the ordinary period of primary school attendance. They report 54 per cent. in grammar and high schools. It must be remembered that these gratifying results have been accomplished in a city affected by emigration and the conditions which lead to the early employment of children, but they have not been accomplished without the liberal use of funds. From the report of the committee previously mentioned it appears that the average expenditure upon a primary scholar in Boston is \$18.45; upon a grammar scholar, \$28.20; and upon a pupil of the high and normal schools, \$87.42.

The matter of school accommodation will not be satisfactorily adjusted until, in addition to overcoming the existing deficiency, measures are devised for anticipating the growth of population.

Upon this point the record of the school board for London is full of suggestion. In the organization of the London board the work under consideration is assigned to the statistical committee, which is directed to ascertain the number of children of school age in a given area, the number of school places already provided, and—after making the necessary deductions for illness and other causes—to recommend to the board the new schools that it may be necessary to provide for the balance. In reviewing the work of this committee for the year the chairman of the board, Mr. Edward North Buxton said :

Looking at the extraordinarily rapid growth in some of these parishes, which is as certain to continue as the sun is to rise in the morning, the question arises whether we are always justified in waiting till the children are on the ground before providing for them, and whether we should not look a little more forward than we have been in the habit of doing in the purchase of sites and building of schools. Not only will it be an economical measure to anticipate by a year or two the arrival of the population, because the sites may be so much more cheaply purchased, but when we remember that an interval of two years elapses from the first recommendation of a school by the statistical committee to its opening, and that the numbers are in the meanwhile in many districts increasing annually with rapid strides, it is clear that large numbers of children will be left for a time without schooling, unless we have regard, not to the *present* population, but to that which we may predict with certainty *will be* the population two years hence. Probably it may be well to tabulate the annual rate of increase in each registration district, and have them before us in considering the accommodation needed. I commend this matter to the statistical committee.

#### SCHOOL ATTENDANCE.

The legal school age in cities is determined by State laws ; the great diversity in this respect, there being no less than 16 different ages, makes it difficult to estimate the comparative status of the cities as indicated by the reported enrolment in the schools. The lowest limit of the school ages is 4 years, the highest 21, and the average duration of the period 12.7 years. In the majority of civilized countries the period extends from 6 to 13 or 14 years, 16 years of age being the extreme limit outside of the United States. A large enrolment above and below these limits is not to be expected, and all estimates of non-attendance founded upon the difference between the population of legal school age as established in the several States and enrolment or average attendance must necessarily be misleading. By agreement with the superintendents the inquiries sent out from this Office have been shaped with the purpose of ascertaining if possible the ratio of school attendance for the ages from 6 to 16. Only 47 cities are able to supply the necessary data. The number is too small to justify generalizations, but the general bearing of the information is significant. It is sufficiently indicated by the following statement, comprising the returns from eight cities:

Cities.	Per cent. public school enrolment is of school population.	Per cent. public school enrolment between 6 and 16 years is of population between the same ages.	Per cent. total public and private school enrolment is of school population 6 to 16 years.
Portland, Me.....	63	91	129
Lewiston, Me.....	46	72	90
Worcester, Mass.....	100	94	145
Albany, N. Y.....	39	59	92
Washington, D. C.....	60	63	86
Richmond, Va.....	27	36	64
Chicago, Ill.....	46	63	97
Ann Arbor, Mich.....	71	76	120

Hon. John B. Peaslee, superintendent of public schools of Cincinnati, presents the following estimates for that city:

Estimated number of school youth between the ages of 6 and 14.....	51,583
Actual number between those ages attending public schools.....	31,014
Estimated number between those ages attending church and private schools.....	13,496
Estimated number between those ages attending charitable and reformatory institutions.....	500

Total school attendance between the ages of 6 and 14 years..... 45,010

This leaves 6,573 as the number of non-attendants between those ages.

In Binghamton, N. Y., an examination has been made which shows the ratio of absentees to enrolment to be as follows: From 8 to 13 years (that is, the years to which the compulsory law applies), 9 per cent. of the enrolments between those years; from 14 to 16 years, 26 per cent.; from 17 to 18 years, 25 per cent.; from 19 to 20 years, 26 per cent. Similar results would doubtless be obtained in other cities.

In order to arrive at a fair estimate of the number of non-attendants and irregular attendants upon schools who are likely to sink into illiteracy, we should have (1), as a common basis of calculation, the period to which compulsory school laws are applied, where such are enacted; (2) the school census for each of those years; and (3) the number of non-attendants and habitual absentees for each of those years.

In foreign countries school statistics are frequently carried into these details, and it is evident that in large cities where illiteracy threatens to become a startling evil such examination is necessary as a means of determining what the schools are doing and what remains for them to do.

In accordance with its usual practice, the Office stands prepared to issue the necessary blank inquiries and work up the returns whenever a sufficient number of cities give assurance of coöperation in the work.

The following table, drawn from statistics for 1880, furnished by the Census Office, is important in this connection. The counties selected, it will be observed, comprise the chief cities of their respective States, and their population is almost entirely city population:

*Selected statistics of illiteracy, 1880.*

State.	County.	Cannot read—10 years and over.	Cannot write.						
			Aggregate white and colored.	White.					
				Total.	Native.	Foreign.	10 to 14.		
							Male.	Female.	Total.
California .....	San Francisco...	7,245	8,640	5,454	256	5,198	40	59	99
Colorado .....	Arapahoe .....	447	562	335	85	240	12	15	27
Connecticut.....	New Haven.....	4,440	6,457	5,880	637	5,243	113	80	193
Delaware.....	New Castle.....	7,131	8,229	3,071	1,415	1,656	186	178	364
Georgia .....	Fulton .....	9,978	11,817	2,048	1,981	67	209	171	380
Illinois .....	Cook .....	13,598	16,883	16,094	1,149	14,945	321	275	596
Indiana.....	Marion.....	4,063	5,262	3,098	1,742	1,356	67	52	119
Kentucky.....	Jefferson.....	14,367	16,508	5,434	2,579	2,855	252	191	443
Louisiana.....	Orleans.....	28,166	30,426	6,855	2,299	4,556	417	337	754
Maryland.....	Baltimore City..	22,506	28,433	8,903	4,185	4,718	253	198	451
Massachusetts...	Suffolk .....	16,108	20,187	19,251	706	18,545	61	90	151
Michigan.....	Wayne .....	6,163	7,648	7,158	1,480	5,678	216	184	400
Minnesota.....	Hennepin .....	1,216	1,620	1,538	289	1,249	38	30	68
Missouri.....	St. Louis City...	13,836	16,954	9,264	2,259	7,005	302	244	546
New Jersey.....	Essex.....	5,425	7,308	6,369	1,117	5,252	172	147	319
New York .....	Kings .....	16,490	22,012	20,610	3,190	17,420	568	590	1,158
Do.....	New York .....	50,203	63,082	59,531	5,998	53,583	1,301	1,187	2,488
Ohio.....	Hamilton .....	8,292	9,831	7,091	1,786	5,305	107	75	182
Pennsylvania.....	Philadelphia.....	25,812	36,575	30,592	8,502	22,090	726	541	1,267
Rhode Island.....	Providence .....	13,288	19,142	18,259	2,799	15,460	829	694	1,523
South Carolina...	Charleston .....	34,485	37,914	1,538	1,312	226	168	131	299
Tennessee.....	Davidson .....	14,913	17,772	3,357	3,030	327	321	252	573
Virginia.....	Henrico .....	16,155	17,888	1,364	1,235	129	122	78	200
Wisconsin.....	Milwaukee.....	3,170	3,960	3,922	249	3,673	38	47	85

State.	County.	Cannot write.						
		White.						Colored.
		15 to 20.			21 and over.			
		Male.	Female.	Total.	Male.	Female.	Total.	
California.....	San Francisco...	57	71	128	1,962	3,265	5,227	3,186
Colorado .....	Arapahoe .....	6	10	16	142	150	292	227
Connecticut.....	New Haven.....	126	110	236	2,139	3,312	5,451	577
Delaware .....	New Castle.....	119	119	238	1,072	1,397	2,469	5,158
Georgia .....	Fulton .....	137	155	292	471	905	1,376	9,769
Illinois .....	Cook .....	434	522	956	6,048	8,494	14,542	789
Indiana.....	Marion .....	109	85	194	1,210	1,575	2,785	2,164
Kentucky.....	Jefferson.....	259	228	487	1,787	2,717	4,504	11,074
Louisiana.....	Orleans.....	228	274	502	2,220	3,379	5,599	23,571
Maryland.....	Baltimore City..	328	329	657	3,064	4,731	7,795	19,530
Massachusetts...	Suffolk .....	143	336	479	5,893	12,728	18,621	936
Michigan.....	Wayne .....	260	281	541	2,731	3,486	6,217	490

*Selected statistics of illiteracy, 1880—Continued.*

State.	County.	Cannot write.						
		White.						Colored.
		15 to 20.			21 and over.			Total, including Chinese and Indians.
		Male.	Female.	Total.	Male.	Female.	Total.	
Minnesota.....	Hennepin .....	82	65	147	619	704	1,323	82
Missouri.....	St. Louis City....	293	411	704	3,238	4,776	8,014	7,690
New Jersey .....	Essex.....	183	170	353	1,998	3,699	5,697	939
New York.....	Kings.....	363	699	1,062	6,084	12,306	18,390	1,402
Do.....	New York .....	1,430	2,248	3,678	19,404	34,011	53,415	3,501
Ohio.....	Hamilton.....	175	234	409	2,321	4,179	6,500	2,740
Pennsylvania.....	Philadelphia.....	944	1,128	2,072	9,216	18,037	27,253	5,983
Rhode Island .....	Providence.....	1,017	1,060	2,077	5,474	9,185	14,659	883
South Carolina...	Charleston .....	131	89	220	481	538	1,019	36,376
Tennessee.....	Davidson.....	242	144	386	1,148	1,250	2,398	14,415
Virginia.....	Henrico .....	76	52	128	495	541	1,036	16,524
Wisconsin.....	Milwaukee.....	106	137	243	1,525	2,069	3,594	38

State.	County.	Cannot write.								
		Colored.								
		10 to 14.			15 to 20.			21 and over.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
California.....	San Francisco...	51	101	152	419	237	656	1,310	1,068	2,378
Colorado .....	Arapahoe .....	4	1	5	27	12	39	114	69	183
Connecticut.....	New Haven.....	9	.....	9	11	12	23	253	292	545
Delaware .....	New Castle.....	301	286	587	315	310	625	1,980	2,016	3,946
Georgia .....	Fulton .....	540	495	1,035	512	694	1,206	3,031	4,497	7,528
Illinois .....	Cook .....	5	6	11	34	27	61	340	377	717
Indiana .....	Marion.....	43	56	99	54	72	126	911	1,028	1,939
Kentucky.....	Jefferson .....	384	323	707	594	646	1,240	3,854	5,273	9,127
Louisiana .....	Orleans .....	693	755	1,448	738	1,288	2,026	8,105	11,992	20,097
Maryland .....	Baltimore City..	343	515	858	571	1,461	2,032	6,238	10,402	16,640
Massachusetts...	Suffolk.....	1	1	2	13	9	22	372	540	912
Michigan.....	Wayne .....	5	5	10	13	15	28	204	248	452
Minnesota .....	Hennepin .....	3	.....	3	1	6	7	34	38	72
Missouri.....	St. Louis City ...	165	167	332	243	324	567	3,139	3,652	6,791
New Jersey .....	Essex .....	20	23	43	15	42	57	320	519	839
New York.....	Kings .....	26	27	53	49	55	104	469	776	1,245
Do.....	New York .....	27	38	65	103	98	201	1,259	1,976	3,235
Ohio.....	Hamilton .....	20	34	54	77	116	193	1,142	1,351	2,493
Pennsylvania....	Philadelphia.....	109	110	219	109	287	396	1,968	3,400	5,368
Rhode Island....	Providence .....	17	15	32	18	20	38	342	471	813
South Carolina...	Charleston .....	2,318	2,266	4,584	1,962	2,616	4,578	12,294	14,920	27,214
Tennessee.....	Davidson .....	861	748	1,609	888	895	1,783	4,963	6,060	11,023
Virginia.....	Henrico .....	708	609	1,317	787	969	1,756	5,518	7,933	13,451
Wisconsin.....	Milwaukee.....	.....	.....	.....	.....	.....	.....	16	22	38



From these figures it appears—

(A) With reference to the race and nativity of illiterates :

(1) That the colored illiterates exceed the total white illiterates in all the counties selected from the former slave States, save St. Louis City, Mo., and in no others.

(2) That the colored (including Chinese and Indian) illiterates exceed the native born white illiterates in six counties, viz:

<i>State.</i>	<i>County.</i>	<i>City.</i>
California.	San Francisco.	San Francisco.
Colorado.	Arapahoe.	Denver.
Indiana.	Marion.	Indianapolis.
Massachusetts.	Suffolk.	Boston.
Missouri.	St. Louis City.	St. Louis.
Ohio.	Hamilton.	Cincinnati.

(3) That the native born white illiterates exceed the foreign in five counties only, viz:

<i>State.</i>	<i>County.</i>	<i>City.</i>
Georgia.	Fulton.	Atlanta.
Indiana.	Marion.	Indianapolis.
South Carolina.	Charleston.	Charleston.
Tennessee.	Davidson.	Nashville.
Virginia.	Henrico.	Richmond.

(4) That the foreign born illiterates are only slightly in excess of the native white illiterates in the following, viz:

<i>State.</i>	<i>County.</i>	<i>City.</i>
Delaware.	New Castle.	Wilmington.
Kentucky.	Jefferson.	Louisville.
Maryland.	Baltimore City.	Baltimore.

(5) That in the remaining sixteen counties the foreign born illiterates exceed the native white illiterates in various ratios, the lowest being 2 to 1, and the highest 26 to 1.

(B) With reference to sex :

At 21 years and over the female illiterates are greatly in excess of the males; from 10 to 14 there is a slight excess of male illiterates; from 15 to 20 an excess of female illiterates.

(C) With reference to age :

The number of illiterates between 15 and 20 is slightly in excess of the number between 10 and 14, but the number of illiterates under 20 years of age forms a very small proportion of the total number of illiterates reported.

From this analysis it is evident that the masses of illiterates with which the cities have to contend are chiefly foreign born or colored, and of adult years. It would also be inferred that the existing school provision is not equal to the requirements—

(1) Because of the presence of illiterates from 10 to 14 years of age. (2) Because of a slight increase in the number of illiterates between 15 and 20 years of age over the same from 10 to 14. A study of the statistics of population may possibly show that this last condition is due to immigration.

From the statistics of illiteracy alone it would appear that boys who are neglected in the earlier years of the school period are more likely than girls to make up the deficiency.

Comparison of these figures with those of population may show that this is also an unwarrantable conclusion, as the relative proportion of the sexes in the large cities is continually changed by emigration westward.

The average daily attendance, as reported in Table II, falls far below the enrolment. Comparison cannot properly be made between these columns, as they are not estimated upon the same basis. The enrolment represents not the daily average membership, but all the scholars whose names appear upon the registers for a certain period, which may be half a day, a week, a month, &c. The fact that the average daily attendance

is much less than the number of sittings provided is of more consequence. It is difficult to decide whether it is more important that school provision should be made for all children or that all the provision made should be utilized. With due allowance for unavoidable absence, it is evident that truancy and irregular attendance are sufficient to call for repressive measures. Compulsory school laws suggest themselves as the natural remedy, but so far these have proved a dead letter among us, excepting in those places in which truant officers have been employed and means taken to create and maintain an intelligent public sentiment upon the subject. In the larger cities the necessity of compulsory laws can hardly be questioned, but they will prove useless in the absence of officers specially intrusted with their execution. Meanwhile, it should be remembered that everything which renders the schools attractive and brings them into intimate relation with the requirements of ordinary life tends to overcome the evils of irregular attendance.

#### PRIMARY SCHOOLS.

The improvement of the primary grades, which has been in progress for several years, continues. Little can be done until they are relieved of overcrowding, and a number of cities have not passed beyond this stage of the upward movement. The highest daily average attendance to a teacher reported is 60; the lowest, 32. No city has reached the limit of 30 pupils, which is the number generally assumed as the largest compatible with the individual attention required by the ideal of primary training.

Among the improved methods of instruction generally adopted are the word method and the phonic system in reading and the Grube system or some modification of the same in computation.

Oral lessons are becoming a prominent feature of primary programmes. These are so arranged as to present, in admirable sequence and by means of appropriate illustrations, ideas of form, proportion, color, and the most familiar objects in nature, and when rightly used excite the young mind to natural and pleasing activity. While admitting the progress that has been made, it must still be allowed that theory enters too largely into the method of primary teachers. It is a matter of common observation that untrained teachers sometimes achieve remarkable success in instructing children. It will generally be found that such persons have quick perceptions, ready command of resources, and unusual ingenuity. These qualities characterize so large a proportion of American girls that any very general failure on the part of our primary teachers would seem to indicate a false system of training or a vain endeavor to meet unreasonable demands. We are far behind German-speaking nations in specializing normal training according to the requirements of different grades, but the idea is gaining recognition among us, and already several city normals have made a specialty of training primary teachers, with excellent results.

If salary were the sole index of the value attaching to service, primary instruction would seem to be held in less esteem among us than that of higher grades. It need hardly be said that compensation is not determined solely by the importance of a work, and it is certainly no disparagement of primary instruction to acknowledge that nature has made more liberal provision for its requirements than for those of higher grades, with the inevitable consequence of lessening its cost. A comparison of the present rates with those which obtained several years ago will show a gradual increase in primary salaries.

#### HIGHER GRADES.

The schools intermediate between the primary and high derive peculiar importance from the fact that they complete the school training of a large majority of the scholars who enter them. Experience has shown that an extended curriculum cannot be mastered in the years covered by this grade, and it becomes necessary to make careful choice of the studies most valuable for elementary discipline and most necessary in the ordinary intercourse of society. With respect to these studies there is substantial agreement throughout the cities. The schools of intermediate grade have suffered much in

the past from defective methods, memorizing and rote recitation having here been carried to the extreme. A reform has commenced in this respect, with results which promise well for future progress. Under this better management the theory of grammar has been assigned to a later period of the student's career and its place supplied by exercises in composition, spoken language, and the writings of standard authors. The experiment has continued long enough to show that the correct use of the mother tongue is more readily acquired by these exercises than by drill in etymology and syntax. Less time is given to arithmetic than formerly, and it is believed that further reduction may be made without the sacrifice of any important processes. Simple book-keeping and the ordinary forms of business correspondence are recommended for the advanced classes of the grade. Penmanship is better taught than formerly, special teachers being frequently employed for the branch. Drawing has been introduced to some extent, and with excellent results where competent teachers have been employed. The endeavor to make elementary science a feature of these grades has revealed the same difficulty in this country that eminent English scientists have pointed out in their own, namely, the want of teachers prepared to give the instruction. The lifeless routine of memorized recitations is worse than useless in science. It paralyzes the faculties by which the facts of science are apprehended, and renders true progress impossible. This is a matter demanding attention in normal schools. In a few cities special means have been provided for meeting the emergency. With reference to such an endeavor in Boston the annual report of the supervisors contains the following statement:

The admirable courses of lectures by the professors of the Institute of Technology upon different branches of natural science designed to meet the special wants of teachers have produced their effect upon the schools.

City high schools are treated in connection with Table VI, as they are properly classed with secondary schools. The statistics of expenditure, enrolment, &c., for this grade are, however, tabulated in Table II.

From the statistics of daily average attendance it appears that the limits are as follows:

Number of scholars to 1 teacher in —	Lowest limit.	Highest limit.
Primary schools.....	36	60
Grammar schools.....	24	55
High schools.....	17	59

#### EVENING AND SPECIAL SCHOOLS.

Evening schools are reported in 32 cities, and, where they are maintained, appear to be upon a firmer basis and more efficiently managed than a few years ago. Evening high schools are relatively more successful than those of low grade. This would naturally be expected. They meet the wants of a class of pupils who understand their own necessities and to whom, as a result of previous training, mental effort is easier and more delightful than to the pupils of lower grade. Evening drawing schools are greatly appreciated wherever they exist. Boston and New York maintain a number of special day schools adapted to particular classes of children and in other cities similar provision is advocated. The school committee of Bangor, Me., urges the establishment of an ungraded school for the benefit of working boys who are employed in shops and mills part of the year and are consequently unable to keep up with specified grades. The school board of Brooklyn, N. Y., has been asked to establish industrial schools for the benefit of poor children not in public schools. In a number of cities arrangements are made by which the children in orphan asylums attend public schools and the schools of reformatory institutions for children are brought into the system of public schools. Everywhere a

disposition is manifest to adjust the public schools to the wants of all classes and conditions of youth; the single exception to this tendency is the neglect of children under five years of age. Here we are met with one of the gravest and most interesting problems of modern life and one in reference to which we have much to learn from European nations.

#### SCHOOL FINANCES.

By reference to Table II, appendix, it will be seen that the report of school finances from most of the cities is so full that the entire cost of the free schools and the expenditure for each particular branch of the service may be estimated. The expense per capita of average attendance does not vary so much as might be expected from the diversity of conditions represented in the cities. The charge of extravagant expenditure is hardly borne out by the record, from which it appears that the expense per capita is not above \$25 in more than 13 cities.

The annual salaries of principals of primary schools range from \$365 to \$1,215; salaries of grammar school principals range for men from \$720 to \$2,250, for women from \$612 to \$1,420, and the salaries of assistants in grammar schools from \$350 to \$2,280 for men, and for women from \$200 to \$895.

#### MORAL AND PHYSICAL TRAINING.

The relation of the public schools to moral and physical education is justly regarded as a matter of vital importance. That their influence in respect to the former is greater and more excellent than their enemies pretend, no candid and competent judge can doubt. Sectarianism is not and probably never will be allowed any place in their programmes; neither is it the purpose of the American people to commit the religious instruction of their children to this agency. The home and the church are the proper instrumentalities for this work, and if they are not equal to the requirements it is evidence that they need reform or that influences are tolerated amongst us which are fatal to their proper action. It is enough that the schools are not irreligious in their tendency and that by the precepts which they inculcate, the principles which they maintain, and the habits which they develop they are continually promotive of good morals.

With respect to the physical training of youth it must be admitted that Americans make no provision for it by means of their schools, homes, or any other institution. In this matter school officers are not more negligent than the public generally; indeed, their efforts to improve the sanitary condition of school buildings and to intersperse the intellectual exercises of school with suitable physical exercises are often thwarted by public apathy or the parsimony of those who control the public funds.

So far as it can be shown that the schools are injurious to health or an obstacle to the best physical development of the young, so far they should be immediately reformed. It does not follow—nor is there yet any conclusive evidence—that the schools offer the best medium for physical training; on this subject we are just beginning to engage the efforts of specialists. School officers have not been indifferent to the progress of sanitary knowledge, as is shown by the fact that periodical inspection of school-houses, with reports of their condition and suggestions for their improvement, is required in a number of cities. For further details with reference to city schools, the reader is referred to the heading City School Systems in the abstracts of the respective States.



TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1872 to 1881, inclusive:

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions .....	98	113	124	137	151	152	156	207	220	225
Number of instructors.....	773	887	966	1,031	1,065	1,189	1,227	1,422	1,466	1,573
Number of students.....	11,778	16,620	24,405	29,105	33,921	37,082	39,669	40,029	43,077	48,705

TABLE III.—PART 1.—*Summary of*

States and Territories.	Number of schools in each State.	Number of instructors.	Number of students.					Graduates in the last year.	
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Alabama .....	4	20	647	272	264	90	21	16	15
Arkansas.....	2	5	205	122	83			2	2
California .....	2	19	644	60	527	21	36	110	
Colorado .....	1		9	3	6				
Connecticut.....	1	9	150	15	135	0	0	45	42
Florida.....	1	7	153	7	6	79	61	3	0
Georgia .....	1	7	78	67	11				
Illinois .....	3	35	1,910	296	535	506	578	74	64
Indiana .....	3	16	617	258	359			51	50
Iowa .....	4	10	382	133	248	1		49	40
Kansas.....	2	10	404	76	111	109	108	21	17
Maine .....	6	31	671	163	298	109	101	113	95
Maryland .....	2	20	409	26	219	51	113	37	25
Massachusetts.....	9	77	1,210	152	1,048	2	8	242	135
Michigan.....	2	13	563	{ 46	(318) 25 }	(174)		90	80
Minnesota.....	3	32	908	{ 127	(179) 233 }	(58) 90	221	{ 81	51
Mississippi.....	2	11	380	132	55	95	98	1	1
Missouri .....	6	55	1,424	{ 725	(82) 617 }			173	39
Nebraska .....	1	9	274	117	157			40	40
New Hampshire .....	1	4	35	2	33			2	2
New Jersey.....	2	11	263	41	222	0	0	78	76
New York .....	10	175	6,622	{ 600	(675) 2,698 }	(796) 303	1,550	{ 644	327
North Carolina .....	7	57	978	391	462	68	57		
Ohio.....	3	17	122		122			90	62
Pennsylvania .....	11	156	5,112	1,945	2,287	480	400	471	350
Rhode Island .....	1	11	135	10	126			18	16
Tennessee.....	1	8	161	56	105	0	0	61	59
Texas .....	2	10	249	{ 60	(49) 90 }	20	30	70	70
Vermont.....	3	17	444	119	292	23	10	76	41
Virginia.....	2	51	451	216	155	59	21	50	46
West Virginia.....	5	10	217	92	94	18	13	22	7
Wisconsin.....	5	58	1,753	382	662	336	373	78	70
Dakota.....	1								
District of Columbia.....	2	6	38		38			38	17
Utah.....	1	2	45	29	16			18	
Washington.....	1		21	(21)				3	
Total.....	113	979	27,685	{ (1,324) 6,740 }	12,339	(1,028) 2,460	3,794	2,867	1,839

statistics of public normal schools.

Volumes in libraries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &c., for free hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.
Whole number.	Increase in the last school year.										
3,125	600	2	.....	4	3	2	2	1	0	3	4
1,700	135	2	1	2	2	1	2	1	2	3	2
2,450	.....	2	2	2	0	2	2	2	0	1	2
1,500	25	1	1	1	0	1	1	1	0	0	1
0	.....	0	0	1	1	1	1	0	0	1	1
100	20	1	0	1	0	1	0	1	1	0	1
9,589	1,266	3	3	3	0	3	3	3	1	2	3
2,250	50	3	2	3	0	2	2	1	0	3	2
1,700	.....	2	1	1	1	2	2	.....	.....	1	2
1,500	100	1	.....	2	1	1	1	1	.....	1	2
3,175	359	6	3	5	.....	3	3	1	1	5	6
2,835	203	2	1	2	1	1	1	1	1	2	2
15,181	362	9	7	8	0	5	5	5	1	6	9
3,709	1,300	1	1	1	.....	1	1	1	.....	1	2
986	371	3	3	3	0	3	3	2	1	3	3
1,060	400	0	0	2	2	1	2	2	0	1	2
4,326	363	6	2	5	4	4	5	3	.....	1	6
1,500	200	1	0	1	1	1	1	1	0	0	1
300	100	1	0	1	0	1	1	1	0	1	1
600	37	2	2	2	1	1	2	1	.....	2	2
10,133	555	9	9	9	4	10	10	9	4	10	10
350	125	6	1	5	1	2	4	1	.....	4	2
235	.....	3	1	3	.....	.....	1	1	.....	3	3
16,810	1,074	11	6	11	10	9	11	6	5	11	11
1,000	100	1	1	1	0	1	1	1	0	0	1
10,000	.....	1	1	1	0	1	1	1	0	0	1
2,000	500	2	.....	2	1	1	1	.....	1	1	1
570	95	3	.....	1	2	3	3	1	1	.....	3
1,200	376	0	0	1	1	1	2	.....	.....	2	2
1,700	.....	1	.....	2	1	2	1	.....	1	2	4
2,858	466	5	3	5	1	4	4	4	2	5	5
.....	.....	1	0	.....	.....	0	0	0	0	1	1
100	.....	2	2	2	.....	.....	2	1	.....	2	2
.....	.....	0	0	0	0	0	0	1	0	0	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
104,552	9,187	93	53	93	33	71	81	55	22	76	102

TABLE III.—PART 2.—*Summary of*

States.	Number of schools in each State.	Number of instructors.	Number of students.				Graduates in the last year.		
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Alabama.....	4	19	635	100	86	196	253	2	1
Arkansas.....	1	8	277	14	20	121	122	0	.....
California.....	2	7	14	.....	14	.....	.....	12	12
Colorado.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	4	4	a548	{ <sup>(224)</sup> 30	20	75	75	1	.....
Illinois.....	8	47	a1,053	321	317	53	30	18	9
Indiana.....	10	76	5,199	2,642	1,552	570	435	241	154
Iowa.....	7	39	a944	355	326	45	62	42	33
Kansas.....	2	11	1,144	{ <sup>(29)</sup> 160	129	426 <sup>(104)</sup>	296	13	.....
Kentucky.....	5	38	a576	{ <sup>(104)</sup> 107	166	2 <sup>(84)</sup>	2	28	22
Louisiana.....	2	9	151	32	99	.....	20	10	5
Maine.....	2	4	52	19	33	.....	.....	4	.....
Maryland.....	2	4	246	32	163	43	8	6	1
Massachusetts.....	2	8	28	.....	28	.....	.....	17	16
Michigan.....	3	19	156	{ <sup>(103)</sup> 18	35	.....	.....	21	16
Mississippi.....	2	9	168	95	73	.....	.....	.....	.....
Missouri.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska.....	1	11	143	34	.....	62	47	.....	.....
New York.....	2	.....	14	.....	14	.....	.....	6	6
North Carolina.....	5	20	a530	143	98	26	27	.....	.....
Ohio.....	8	82	3,920	{ <sup>(110)</sup> 2,429	947	280	154	116	20
Oregon.....	1	4	61	29	32	.....	.....	3	3
Pennsylvania.....	9	39	a1,351	354	213	152	210	78	68
South Carolina.....	4	21	975	{ <sup>(200)</sup> 94	52	155 <sup>(299)</sup>	175	34	34
Tennessee.....	12	57	a1,652	{ <sup>(167)</sup> 381	337	317 <sup>(30)</sup>	311	66	26
Texas.....	3	16	353	61	71	(221)	.....	2	2
Vermont.....	1	.....	6	3	3	.....	.....	6	0
Virginia.....	2	10	a337	8	17	75	150	5	.....
West Virginia.....	1	8	170	87	83	.....	.....	13	10
Wisconsin.....	2	14	101	45	9	38	9	13	13
District of Columbia.....	3	10	216	83	39	64	30	21	17
Total.....	112	594	a21,020	{ <sup>(937)</sup> 7,676	4,976	2,700 <sup>(738)</sup>	2,416	778	468

a Classification not



statistics of private normal schools.

Whole number.	Volumes in li- braries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &c., for free hand drawing.	Number of schools in which vocal music is taught.	Number in which instru- mental music is taught.	Number possessing chemi- cal laboratory.	Number possessing philo- sophical cabinet and ap- paratus.	Number possessing a mu- seum of natural history.	Number possessing a gym- nasium.	Number having model schools.	Number in which students receive diplomas or cer- tificates on completion of course.
	Increase in the last school year.											
860	100	.....	0	4	3	1	1	1	1	0	1	4
3,000	100	.....	0	1	1	1	1	1	0	0	1	1
100	20	.....	2	2	.....	.....	.....	1	1	.....	2	2
200	.....	.....	1	2	3	.....	.....	1	.....	.....	.....	1
4,122	200	.....	3	2	5	5	4	5	5	1	2	4
9,240	800	.....	9	4	10	8	8	8	2	.....	5	9
1,700	70	.....	6	2	6	5	3	5	2	1	3	7
3,320	120	.....	2	1	1	2	2	2	1	.....	1	2
1,860	281	.....	3	.....	5	5	4	5	1	1	2	5
780	30	.....	0	0	2	1	0	0	0	0	1	1
300	.....	.....	2	.....	1	2	2	2	.....	.....	.....	1
.....	.....	.....	2	1	2	1	1	1	1	1	1	2
.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	2	.....	2	.....	1	1	2	.....	1	2
.....	.....	.....	.....	.....	2	1	.....	1	.....	.....	.....	2
.....	.....	.....	1	.....	1	1	1	1	.....	.....	.....	1
.....	.....	.....	1	0	1	1	0	1	1	0	.....	0
.....	.....	.....	2	.....	2	.....	.....	.....	1	1	1	2
325	43	.....	2	.....	3	2	.....	.....	.....	.....	.....	1
7,956	244	.....	5	2	5	5	5	6	4	2	.....	6
56	56	.....	1	1	1	1	1	1	.....	.....	1	1
4,817	446	.....	5	1	5	3	3	3	1	.....	5	5
250	42	.....	4	.....	3	3	1	2	.....	.....	2	3
3,842	108	.....	6	1	9	8	4	5	3	.....	7	8
550	350	.....	2	1	2	2	1	1	1	.....	2	3
100	100	.....	1	0	1	0	1	1	1	0	1	1
20	.....	.....	0	0	1	1	.....	.....	.....	.....	.....	1
3,100	200	.....	1	0	1	1	0	.....	0	0	0	1
250	.....	.....	2	1	2	2	0	1	1	2	1	2
90	12	.....	2	0	3	1	.....	1	1	.....	2	2
46,838	3,322	.....	67	18	86	68	44	57	30	9	42	80

reported in all cases.

TABLE III.—*General summary of statistics of public and private normal schools.*

States and Territories.	Number of normal schools supported by —											
	State.			County.			City.			All other agencies.		
	Number of schools.	Number of instructors.	Number of students, <sup>a</sup>	Number of schools.	Number of instructors.	Number of students, <sup>a</sup>	Number of schools.	Number of instructors.	Number of students, <sup>a</sup>	Number of schools.	Number of instructors.	Number of students, <sup>a</sup>
Alabama .....	4	20	536	.....	.....	.....	.....	.....	.....	4	19	186
Arkansas .....	2	5	205	.....	.....	.....	.....	.....	.....	1	8	34
California .....	1	16	432	.....	.....	.....	1	3	155	2	7	14
Colorado .....	1	.....	9	.....	.....	.....	.....	.....	.....	1	.....	.....
Connecticut .....	1	9	150	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida .....	1	7	13	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia .....	b1	7	78	.....	.....	.....	.....	.....	.....	4	4	274
Illinois .....	2	26	608	1	9	223	.....	.....	.....	8	47	638
Indiana .....	1	12	588	.....	.....	.....	2	4	29	10	76	4,194
Iowa .....	2	8	343	.....	.....	.....	2	2	38	7	39	681
Kansas .....	2	10	187	.....	.....	.....	.....	.....	.....	2	11	318
Kentucky .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	38	377
Louisiana .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	9	131
Maine .....	4	21	444	.....	.....	.....	2	10	17	c2	4	52
Maryland .....	2	20	245	.....	.....	.....	.....	.....	.....	2	4	195
Massachusetts .....	6	63	1,099	.....	.....	.....	3	14	101	2	8	28
Michigan .....	2	13	389	.....	.....	.....	.....	.....	.....	3	19	156
Minnesota .....	3	32	539	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi .....	2	11	187	.....	.....	.....	.....	.....	.....	2	9	163
Missouri .....	5	48	1,290	.....	.....	.....	1	7	134	1	.....	.....
Nebraska .....	1	9	274	.....	.....	.....	.....	.....	.....	1	11	34
New Hampshire .....	1	4	35	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Jersey .....	1	10	236	.....	.....	.....	1	1	27	.....	.....	.....
New York .....	8	125	2,688	.....	.....	.....	2	50	1,285	.....	.....	14
North Carolina .....	7	57	853	.....	.....	.....	.....	.....	.....	5	20	241
Ohio .....	.....	.....	.....	.....	.....	.....	3	17	122	8	32	3,486
Oregon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	4	61
Pennsylvania .....	10	128	3,267	.....	.....	.....	1	28	965	9	39	567
Rhode Island .....	1	11	136	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	21	346
Tennessee .....	1	8	161	.....	.....	.....	.....	.....	.....	12	57	885
Texas .....	2	10	199	.....	.....	.....	.....	.....	.....	3	16	132
Vermont .....	3	17	411	.....	.....	.....	.....	.....	.....	1	.....	6
Virginia .....	b1	48	305	.....	.....	.....	1	3	66	2	10	23
West Virginia .....	5	10	186	.....	.....	.....	.....	.....	.....	1	8	170
Wisconsin .....	4	56	1,029	.....	.....	.....	1	2	15	2	14	54
Dakota .....	d1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia .....	.....	.....	.....	.....	.....	.....	2	6	38	3	10	122
Utah .....	d1	2	45	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington .....	d1	.....	21	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	90	823	17,188	1	9	223	22	147	2,992	112	594	13,589

<sup>a</sup> This summary contains the strictly *normal* students only, as far as reported; for total number of students, see the preceding summaries.

<sup>b</sup> Partially supported from the proceeds of the national grant of land to agricultural colleges, this normal school being part of an institution so endowed.

<sup>c</sup> Receive an allowance from the State.

<sup>d</sup> Territorial appropriation.

*Appropriations for normal schools.*

Name of school and location.	Appropriation, 1881.	State appropriation per capita of pupils in the last year. <sup>a</sup>
State Normal School, Florence, Ala.....	\$7,500	.....
Normal School for Colored Teachers, Huntsville, Ala.....	2,000	.....
Lincoln Normal University, Marion, Ala.....	4,000	\$20 00
Tuskegee Normal School, Tuskegee, Ala.....	2,000	17 00
Normal department of Arkansas Industrial University, Fayetteville, Ark..	(b)	(b)
Southland College and Normal Institute, Helena, Ark.....	e460	1 14
Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark...	2,000	.....
Normal department of Girls' High School, San Francisco, Cal.....	d5,000	.....
California State Normal School, San José, Cal.....	33,300	77 08
Normal department of the University of Colorado, Boulder, Colo.....	(b)	(b)
Connecticut State Normal School, New Britain, Conn.....	e87,000	80 00
East Florida Seminary, Gainesville, Fla.....	(f)	(f)
Normal department of Atlanta University, Atlanta, Ga.....	(b)	(b)
Normal department of North Georgia Agricultural College, Dahlonega, Ga..	(g)	(g)
Southern Illinois Normal University, Carbondale, Ill.....	h20,190	50 50
Illinois State Normal University, Normal, Ill.....	22,494	49 44
Cook County Normal and Training School, Normalville, Ill.....	i15,000	j27 50
Training school department of public schools, Fort Wayne, Ind.....	(k)	(k)
Indianapolis Normal School, Indianapolis, Ind.....	(k)	(k)
Southern Indiana Normal College, Mitchell, Ind.....	l12,000	.....
Indiana State Normal School, Terre Haute, Ind.....	17,000	28 91
Burlington City Training School, Burlington, Iowa.....	(k)	(k)
Iowa State Normal School, Cedar Falls, Iowa.....	8,750	21 00
Normal department of the High School, Davenport, Iowa.....	(k)	(k)
Chair of Didactics, State University of Iowa, Iowa City, Iowa.....	(b)	(b)
Kansas State Normal School, Emporia, Kans.....	0	0
Normal department of University of Kansas, Lawrence, Kans.....	(b)	(b)
Kentucky Female Orphan School, Midway, Ky.....	140	1 75
Peabody Normal School for Colored Students, New Orleans, La.....	(m)	(m)
Peabody Normal Seminary, New Orleans, La.....	n2,900	n28 50
Eastern State Normal School, Castine, Me.....	6,000	30 00
State Normal and Training School, Farmington, Me.....	6,333	63 33

a Exclusive of appropriations for permanent objects.

b Appropriation in common with other departments of the university; see Table IX.

c \$300 from the State and \$160 from the county.

d City appropriation.

e Of this, \$75,000 is a special appropriation for new building; there was also an appropriation of \$25,000 from the city for the same purpose.

f School is supported from interest of funds derived from sale of lands donated by the United States.

g Partially supported from the proceeds of the national grant of land to agricultural colleges, this normal school being part of an institution so endowed.

h Of this sum \$6,397 were from the fund donated by Congress for seminary and \$1,200 for permanent improvements.

i County appropriation.

j County appropriation per capita.

k Appropriation in common with other public schools of the city.

l City appropriation for buildings.

m Sustained by the Peabody fund.

n From local contributions and Peabody fund, the amount per capita being the amount of these two funds.

*Appropriations for normal schools—Continued.*

Name of school and location.	Appropriation, US\$.	State appropriation per capita of pupils in the last year. <sup>a</sup>
State Normal and Training School, Gorham, Me.....	\$6,333	\$45 00
Normal Practice School, Lewiston, Me.....	(b)	(b)
Normal department of Maine Central Institute, Pittsfield, Me.....	600	.....
Normal Training and Practice Class, Portland, Me.....	c1,550	.....
Madawaska Training School, Van Buren and Fort Kent, Me.....	1,000	.....
Normal department of Oak Grove Seminary, Vassalboro', Me.....	600	.....
Baltimore Normal School for Colored Teachers, Baltimore, Md.....	2,000	.....
Maryland State Normal School, Baltimore, Md.....	10,000	37 90
Boston Normal School, Boston, Mass.....	(b)	(b)
Massachusetts Normal Art School, Boston, Mass.....	17,000	57 83
State Normal School, Bridgewater, Mass.....	13,800	74 25
Training School for Teachers, Cambridge, Mass.....	c3,380	.....
State Normal School, Framingham, Mass.....	11,200	120 00
Gloucester Training School for Teachers, Gloucester, Mass.....	c3,000	.....
State Normal School, Salem, Mass.....	20,876	55 00
Westfield State Normal School, Westfield, Mass.....	10,350	86 25
Massachusetts State Normal School at Worcester, Worcester, Mass.....	10,925	69 14
Course in the Science and the Art of Teaching (University of Michigan), Ann Arbor, Mich.	(d)	(d)
Michigan State Normal School, Ypsilanti, Mich.....	e44,500	39 63
State Normal School at Mankato, Mankato, Minn.....	12,000	.....
State Normal School at St. Cloud, St. Cloud, Minn.....	12,000	69 00
State Normal School at Winona, Winona, Minn.....	12,000	32 00
Mississippi State Normal School, Holly Springs, Miss.....	3,000	22 50
Tougaloo University, Tougaloo, Miss.....	2,000	8 68
Missouri State Normal School, third district, Cape Girardeau, Mo.....	8,750	38 21
Normal College of the University of the State of Missouri, Columbia, Mo....	(d)	(d)
Lincoln Institute, Jefferson City, Mo.....	f15,000	.....
Missouri State Normal School, first district, Kirksville, Mo.....	10,000	20 32
St. Louis Normal School, St. Louis, Mo.....	e9,228	g92 27
State Normal School, second district, Warrensburg, Mo.....	10,000	25 64
Nebraska State Normal School, Peru, Nebr.....	11,750	.....
New Hampshire State Normal School, Plymouth, N. H.....	h8,500	.....
Newark Normal School, Newark, N. J.....	c1,490	.....
New Jersey State Normal School, Trenton, N. J.....	20,000	73 00
State Normal School, Albany, N. Y.....	18,000	72 00
State Normal and Training School, Brockport, N. Y.....	18,000	20 20
State Normal School, Buffalo, N. Y.....	17,599	.....
State Normal and Training School, Cortland, N. Y.....	18,000	51 43
State Normal and Training School, Fredonia, N. Y.....	18,000	.....
State Normal and Training School, Geneseo, N. Y.....	18,000	.....
Normal College, New York, N. Y.....	e95,000	.....
State Normal and Training School, Oswego, N. Y.....	20,000	40 90

<sup>a</sup> Exclusive of appropriations for permanent objects.

<sup>b</sup> Appropriation in common with other public schools of the city.

<sup>c</sup> City appropriation.

<sup>d</sup> Appropriation in common with other departments of the university; see Table IX.

<sup>e</sup> \$25,000 for building.

<sup>f</sup> For two years.

<sup>g</sup> City appropriation per capita.

<sup>h</sup> Also \$1,350 from city.



*Appropriations for normal schools—Continued.*

Name of school and location.	Appropriation, 1881.	State appropriation per capita of pupils in the last year. <sup>a</sup>
State Normal and Training School, Potsdam, N. Y.....	\$18,000	.....
Syracuse Training School, Syracuse, N. Y.....	(b)	(b)
University Normal School, Chapel Hill, N. C.....	2,000	\$5 91
Elizabeth City State Normal School, Elizabeth City, N. C.....	500	8 81
State Colored Normal School, Fayetteville, N. C.....	c2,500	18 35
Franklin Normal School, Franklin, N. C.....	d900	.....
New Berne State Normal School, New Berne, N. C.....	e700	7 69
Newton State Normal, Newton, N. C.....	500	.....
Wilson State Normal School, Wilson, N. C.....	f800	2 50
Cincinnati Normal School, Cincinnati, Ohio.....	g7,731	.....
Cleveland City Normal School, Cleveland, Ohio.....	.....	.....
Dayton Normal and Training School, Dayton, Ohio.....	.....	.....
Geneva Normal School, Geneva, Ohio.....	h1,500	.....
Pennsylvania State Normal School, Bloomsburg, Pa.....	10,000	(h)
Southwestern State Normal School, California, Pa.....	2,500	(h)
State Normal School, Edinboro', Pa.....	5,000	10 50
State Normal School at Indiana, Indiana, Pa.....	11,270	.....
Keystone State Normal School, Kutztown, Pa.....	2,500	(h)
Central State Normal School, Lock Haven, Pa.....	5,000	.....
Pennsylvania State Normal School, Mansfield, Pa.....	5,000	.....
Pennsylvania State Normal School, Millersville, Pa.....	10,000	.....
Philadelphia Normal School for Girls, Philadelphia, Pa.....	g25,000	.....
Cumberland Valley State Normal School, Shippensburg, Pa.....	9,749	6 97
West Chester State Normal School, West Chester, Pa.....	4,841	(h)
Rhode Island State Normal School, Providence, R. I.....	9,000	50 00
Fairfield Normal Institute, Winstonsboro', S. C.....	i850	.....
Warner Institute, Jonesboro', Tenn.....	j150	.....
Freedmen's Normal Institute, Maryville, Tenn.....	k488	.....
State Normal College, University of Nashville, Nashville, Tenn.....	0	0
Sam Houston Normal Institute, Huntsville, Tex.....	20,000	120 00
State Normal School of Texas for Colored Students, Prairie View, Tex.....	7,600	.....
State Normal School, Castleton, Vt.....	2,000	.....
Johnson State Normal School, Johnson, Vt.....	l1,800	14 40
State Normal School, Randolph, Vt.....	l2,146	.....
Bridgewater Normal School, Bridgewater, Va.....	m385	.....
Hampton Normal and Agricultural Institute, Hampton, Va.....	(n)	26 83
Richmond Normal School, Richmond, Va.....	ol,170	.....

<sup>a</sup> Exclusive of appropriations for permanent objects.

<sup>b</sup> Appropriation in common with other public schools of the city.

<sup>c</sup> Includes \$500 from Peabody fund.

<sup>d</sup> Includes \$200 from county and \$200 from Peabody fund.

<sup>e</sup> Includes \$200 from Peabody fund.

<sup>f</sup> Includes \$100 from county and \$200 from Peabody fund.

<sup>g</sup> City appropriation.

<sup>h</sup> Fifty cents a week for normal pupils.

<sup>i</sup> From State, county, and city.

<sup>j</sup> From county.

<sup>k</sup> Also \$159 from county.

<sup>l</sup> Also \$120 from county.

<sup>m</sup> From State and county.

<sup>n</sup> This institute receives annually about \$10,000 from the State, being its share of the income from the congressional grant of lands to agricultural colleges.

<sup>o</sup> City appropriation; also \$270 from State.

*Appropriations for normal schools—Continued.*

Name of school and location.	Appropriation, 1881.	State appropriation per capita of pupils in the last year. <sup>a</sup>
Concord State Normal School, Concord Church, W. Va.....	.....	.....
Fairmont State Normal School, Fairmont, W. Va.....	.....	.....
Glenville State Normal School, Glenville, W. Va.....	\$1,333	.....
Storer College, Harper's Ferry, W. Va.....	504	.....
Marshall College State Normal School, Huntington, W. Va.....	1,333	\$15 15
Shepherd College, Shepherdstown, W. Va.....	1,000	.....
West Liberty State Normal School, West Liberty, W. Va.....	773	22 00
Milwaukee Normal School, Milwaukee, Wis.....	64,089	.....
State Normal School, Oshkosh, Wis.....	18,000	26 10
Wisconsin State Normal School, Platteville, Wis.....	22,703	30 66
State Normal School, River Falls, Wis.....	18,521	69 42
State Normal School, Whitewater, Wis.....	25,188	.....
Dakota Normal School, Springfield, Dak.....	.....	.....
Miner Normal School, Washington, D. C.....	.....	.....
Normal department of Howard University, Washington, D. C.....	(c)	(c)
Washington Normal School, Washington, D. C.....	.....	.....
Normal department of University of Deseret, Salt Lake City, Utah.....	\$2,500	\$62 50
Normal department, University of Washington Territory, Seattle, Wash. Ter..	(c)	(c)

<sup>a</sup> Exclusive of appropriations for permanent objects.

<sup>b</sup> City appropriation.

<sup>c</sup> Congressional appropriation of \$10,000 for all departments of the university.

<sup>d</sup> Territorial appropriation.

<sup>e</sup> Appropriation in common with other departments of the university; see Table IX.

The comparative summary of normal schools shows a net increase of 5 schools, 107 instructors, and 5,628 students over the figures for 1880. The total increase in the number of normals reporting is 18, the total decrease 13, the increase being chiefly in public normal schools or departments for colored teachers in the South and the decrease chiefly in private normals. The number of city normal schools is 147, representing cities in 13 States; the number of State normals, 90, representing all but five of the States. Only one county normal was reported upon returns to the statistical division, viz, Normal and Training School, Cook County, Illinois; a few others are mentioned in the abstracts. Of the whole number of normals, 113 are public, as against 106 in 1880.

The public normals differ widely in respect to income, appliances, &c.; a few, as may be inferred from the duration of the course, have the characteristics of normal institutes rather than of normal schools.

Considered by geographical position the public normals are distributed as follows:

New England States (6) .....	21
Middle Atlantic States (6) .....	27
Southern Atlantic States (4) .....	9
Gulf States (4) .....	8
Southern Central States (6) .....	16
Northern Central States (9) .....	25
States of the Pacific slope (3) .....	2
Territories (11) .....	5

These schools are supported by public funds, subject to inspection by State, county, or city authorities, and for the most part confer a diploma upon their graduates which is accepted in lieu of an examination for the position of teacher in the common school. In

a few States there is a permanent endowment fund for normal schools, but as a rule they are sustained by annual appropriations. The estimates are very closely scrutinized, and the debates to which they give rise often become the scene of violent opposition to the schools themselves. It is gratifying to note that the investigations prompted by these periodical attacks have invariably resulted in the vindication of the particular school involved and the consequent strengthening of the system of normal training.

The experience of the Connecticut State Normal School is significant. In 1867, it will be remembered, the opponents of the school had so far prevailed that all appropriation was withheld and the school suspended for two years. Opposition was renewed after the school reopened, but the final issue has been a grand rally for its support; by the unanimous action of both houses of the Connecticut legislature \$75,000 were appropriated in 1881 for a new building upon the condition, already fulfilled, that New Britain should add \$25,000. This result reflects great credit upon the judicious management of those who have had the conduct of the school through its struggles.

#### APPROPRIATIONS FOR NORMAL SCHOOLS.

Appropriations for normal schools average a little higher than in 1880. The six largest appropriations were as follows: Philadelphia Normal School for Girls, Philadelphia, Pa., \$25,000; State Normal School, Whitewater, Wis., \$25,188; California State Normal School, San José, Cal., \$33,300; Michigan State Normal School, Ypsilanti, Mich., \$44,500; Connecticut State Normal School, New Britain, Conn., \$87,000; Normal College, New York City, \$95,000.

The largest public appropriations to normal schools in the 12 States aided by the Peabody fund were \$20,000 to the Sam Houston Normal Institute, Huntsville, Tex., and \$7,600 to the Normal School of Texas for Colored Students, Prairie View.

#### REQUIREMENTS FOR ADMISSION TO NORMAL AND TO PROFESSIONAL SCHOOLS.

The tendency is noticeable in the public normals to increase the length of the course and to give it more and more a professional character. In view of these efforts it is important that the relative standing of normal schools and schools of law, medicine, &c., should be understood. The following statements indicate the admission requirements of these several classes of institutions:

##### *Boston Normal School.*

Candidates for admission must be at least eighteen years of age, unless an exception is made by a special vote of the committee in charge, and must be recommended for admission by the master or committee of the last school they attended.

A certificate that a candidate has completed the fourth year of the high school course is accepted as proof of qualification for admission. The course of study in the Boston high schools embraces the following subjects: Composition; rhetoric; English literature; ancient, mediæval, and modern history; civil government; botany; zoölogy; anatomy and physiology; chemistry; physics; astronomy; arithmetic, including the metric system; algebra; geometry; plane trigonometry; Latin, or French, or German; vocal music, and drawing. Candidates who have not completed the fourth year of the Boston High School course will be examined on this or its equivalent.

##### *State Normal School, Worcester, Mass.*

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches, viz: reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

##### *Normal College, New York.*

Candidates must pass an examination in algebra, arithmetic, grammar, geography, history, spelling, and drawing.

*Michigan State Normal School.*

Candidates must sustain a thorough examination in arithmetic, elements of English grammar, geography, reading, spelling, and penmanship.

*Harvard Law School.*

(1) *Latin*.—Candidates will be required to translate (without the aid of grammar or dictionary) passages selected from one or more of the following books: Cæsar's Commentaries on the Gallic War, the Æneid of Virgil, and the following orations of Cicero: Four orations against Catiline: for Archias; for the Manilian Law; for Marcellus; for Ligarius.

(2) Blackstone's Commentaries (exclusive of editor's notes).

Proficiency in French, representing an amount of preparatory work equivalent to that demanded of those who offer Latin, will be accepted as a substitute for the requisition in the latter language.

*Harvard Medical School.*

(1) *English*.—Every candidate shall be required to write legibly and correctly an English composition of not less than two hundred words, and also to write English prose from dictation.

(2) *Latin*.—The translation of easy Latin prose.

(3) *Physics*.—A competent knowledge of physics (such as may be obtained from Balfour Stewart's Elements of Physics).

(4) *Elective subject*.—Each candidate shall pass an approved examination in such one of the following branches as he may elect: French, German, the elements of algebra or of plane geometry, botany.

*Dartmouth Medical College.*

Applicants for admission must be eighteen years of age, and, unless already matriculates of this institution or graduates of some reputable college, academy, or high school, will be examined as to their fitness for entering upon and appreciating the technical study of medicine.

They will be expected to be familiar with the elementary principles of physics (light, heat, electricity, &c.) on entrance.

*Boston University School of Medicine.*

Candidates who have taken their first degree in arts, philosophy, or science are admitted without examination.

All others, before matriculation, are examined in the following branches: (1) In orthography, English composition, and penmanship; (2) in arithmetic, geography, and English grammar; (3) in elementary physics, by an examination in Stewart's Primer of Physics; (4) in Latin, by requiring a translation from Harkness's Latin Reader at sight.

*Massachusetts Institute of Technology.*

Regular courses: To be admitted as a regular student of the first year's class, the applicant must have attained the age of sixteen years and must pass a satisfactory examination in arithmetic (including the metric system of weights and measures); algebra, through equations of the second degree; plane geometry; French, grammar through irregular verbs and the first two books of Voltaire's Charles XII or an equivalent; English grammar and composition; geography.

COURSES OF STUDY AT HOME AND ABROAD.

By a comparison of Table III with Tables XII and XIII, appendix, it will be seen that the average duration of the course in normal schools is about the same as that of schools of law or medicine.

The faculties of normal schools and educators generally seem to be rapidly approaching agreement as to the essentials of a pedagogic course. Whether there be or be not a science of education is still matter of dispute, but both parties in the discussion allow that the body of facts and principles derived from psychology, physiology, and the history of methods of training should be included in the normal studies. It is also admitted



that the student must have the opportunity of observing for himself and of practising the art in which he desires to become proficient. The extent to which provision is made for the latter requirement is indicated by the table. Seventy-two public and 42 private normals, it will be seen, report "model" departments, while a number not so supplied make arrangements for their undergraduates to teach in other schools. This substitute plan is open to objection, and, excepting under the most judicious management, is of doubtful utility, the direction and criticism of an experienced principal who has some personal interest in the result being quite as important in the practical as in the theoretical part of the training of normal students.

The proportion of normal schools reporting gymnasiums is greater than in previous years, but less than should be the case, considering the importance of physical training in a scheme of popular education. Of all agencies the normal schools can do most to promote the systematic training of the body; their graduates are sought for the very schools in which the need of the exercise is most apparent, while, moreover, it is matter of experience that the notions of school training adopted in the normal schools affect to some extent all classes of elementary schools. Not only should a gymnasium be an adjunct of every normal school, but physiology, hygiene, and sanitation should be included in the curriculum as affording invaluable knowledge to teachers.

The assembling of many persons in the same room is well known to be a condition prejudicial to health; in the case of children in a school the teacher is the only person who can be relied upon to maintain the counteracting influences. It is to teachers, moreover, that we must look in some measure for the diffusion of knowledge with reference to the laws of health. "I have long ceased to doubt," says Dr. Schrodt, "that, apart from the effects of wounds, the chances of health or disease are in our own hands; and, if people knew only half the facts pointing that way, they would feel ashamed to be sick or to have sick children." This may seem an extreme statement, but the progress made in sanitary knowledge leaves no reasonable doubt that human misery may be greatly diminished by a general regard of the laws of health. The subject should be pressed upon the attention of every normal student and be made as familiar to the minds of children as the rudiments of language and numbers.

A larger number of schools report laboratories, museums, &c., than in previous years. With the increasing demand for science teaching, it is hard to understand the opposition manifested in some quarters to appropriations for appliances. The Illinois legislature was the scene of a special manifestation of this false economy during the present year, when the appropriations for the Southern Illinois Normal School were under discussion. The outcome was the reduction of the item of \$1,250 for the library to \$500 and the utter rejection of the proposition for \$500 per annum for the laboratory and \$700 for the museum, a result effected by men of the very class who declaim against cramming and memorizing and demand practical training in the schools.

The action of the Illinois legislature offers an unfavorable contrast to the efforts made in other sections of the United States to promote the study of science among teachers.

The course of lectures before the Teachers' School of Science, Boston, consisted for the year 1880-'81 of eight lessons on physics, by Prof. Charles R. Cross; eight on zoölogy, by Prof. Alpheus Hyatt; four on botany, by Prof. George L. Goodale, and four on geology, by Mr. W. O. Crosby. These lessons were illustrated by experiments and specimens in the hands of each student, and were exceedingly interesting as well as instructive. The course was in charge of the Natural History Society; but the entire expense for lectures, specimens, &c., was borne by Mrs. Augustus Hemmenway and Mrs. Quincy A. Shaw. Four hundred teachers of Poston and vicinity constituted the class.

The catalogue of the Lawrence Scientific School, Harvard University, announces that:

The school also offers facilities to teachers and to persons preparing to be teachers who desire to qualify themselves in the modern methods of teaching science by observation and experiment. A year's course of study, adapted to this purpose, may be selected

from the elements of natural history, chemistry, and physics, including any of the following subjects: physical geography and elementary geology; general chemistry and qualitative analysis; mineralogy; physics; botany; comparative anatomy and physiology; zoölogy.

This course is flexible and comprehensive; the instruction is mainly given in the laboratories and museums of the university, and is of the most practical character, every student being taught to make experiments and study specimens.

There are also scholarships in the scientific school, not exceeding eight at any one time, of the annual value of \$150 each, for the benefit of graduates of the State normal schools. The manner in which these scholarships are divided among the normal schools is determined by the State board of education.

Similar measures have been inaugurated for the benefit of teachers in other States, but no report of them has been received at the Office.

In this connection it is proper to recall the views set forth in the *London Times* and in *Nature* with reference to the debate in the British Parliament in 1878 upon Sir John Lubbock's motion for the addition of elementary science to the subjects for which grants should be given under the education code. The *Times* says:

To be taught something about gravitation, about atmospheric pressure, about the effects of temperature, and other simple matters of like kind, which would admit of experimental illustration and which would call upon the learner to make statements in his own words instead of in those of somebody else, would be so many steps toward real mental development. At the end of a vacation, even if the facts of any particular occurrence had become somewhat mixed, the pupils would nevertheless preserve an increased capacity for acquiring new facts, and would probably retain these for a longer period; and such are precisely the changes which it should be the province of education to bring about. We would even go further than Sir John Lubbock, and in elementary schools would give an important place to the art of drawing, which teaches accurate observation of the forms of things. The efforts of a wise teacher should always be guided with reference to the position and surroundings of a child at home, and should seek to supplement the deficiencies of home training and example. Among the wealthier classes the floating information of the family circle often, though by no means always, both excites and gratifies a curiosity about natural phenomena; but among the poor this stimulus to mental growth is almost, if not entirely, wanting.

A writer in *Nature*, referring to the article in the *Times*, from which the above extract is taken, observed:

In itself the article may present nothing remarkable to the readers of *Nature*, but, as the deliberate utterance of the leading organ of opinion in this country, it marks a distinct stage of progress toward a more enlightened conception of what constitutes education.

The same writer, in concluding his article, said:

Every day we hear of the ignorance of the working classes; every other month "congresses" are held to devise means to remedy the consequences of this ignorance: ignorance of the laws of health, ignorance of household economy, ignorance of the implements and objects of labor, ignorance of the laws of labor and production, ignorance of the nature of the commonest objects with which they come into contact every day, ignorance of almost everything which it would be useful and nationally beneficial for them to know—an ignorance, alas! more or less shared by the "curled darlings" of the nation. Yet, while every day's paper shows how keen is the industrial competition with other nations and how in one department after another we are being outstripped by the results of better—i. e., more scientific—knowledge, the poor pittance of "elementary knowledge" asked for in Sir John Lubbock's bill is refused.

Those who have watched the progress of elementary schools in England are aware that the movement in favor of science has led to the very result which we are endeavoring to accomplish in our normal schools, viz, the preparation of teachers to give the instruction required.

Normal school training should embody, and in the best schools does embody, the results of the most careful and the most intelligent consideration of the subjects, methods, and aims of popular education. This relation to the whole work of elementary education gives special importance to every new point in the progressive history of this class of schools. The annual reports of the principals of the most efficient normals afford

matter which might advantageously be brought to the attention of all teachers and of all persons who, either in the capacity of parents, voters, legislators, or critics, are interested in the education of children. It is impossible to read these records and follow the progress of the work to which they give formal expression without being impressed with certain characteristics of our system of training teachers. It is in essence rational, flexible, and progressive.

It would be easy to indicate particulars in which foreign systems excel our own. In England the scholastic standard is perhaps higher. Upon the Continent there is a better classification of normals and a more methodical arrangement of details. We may study these examples with profit, but we have nothing to gain by their servile imitation. The attention of our educators has been frequently directed to the German and French training schools; we have had less occasion for considering the status of the same work in Great Britain. The following statements from the report of the committee of council on education in England and Wales, and the same in Scotland, afford, it is believed, some valuable points of suggestion and comparison :

With the view of encouraging the study of scientific subjects in training colleges, it has of late years been arranged that success in the examinations in science, held by the science and art department, shall be taken into account in determining the students' places in the class list of candidates for certificates as teachers of public schools. The record of examinations under this provision in 1881-'82 is as follows:

	Males.	Females.
England and Wales :		
Total number examined .....	1,349	1,298
Total number of passes.....	1,713	475
Scotland :		
Total number examined.....	306	0
Total number of passes.....	295	0

It will be observed that a number of students passed in more than one subject.

Languages now enter into the course of study in all the training colleges for masters and in several of those for mistresses. French is the language most generally taken; Latin comes next.

In Scotland the system introduced by the code of 1873, of combining attendance at university classes with the efficient course of practical professional training provided by the inspected training colleges, is producing satisfactory results. In 1880, 146 students availed themselves of this arrangement; the number at the latest report was 117 attending the following classes: Latin, Greek, mathematics, English literature, natural philosophy, and logic.

It is proper to observe that in Great Britain and in European countries generally pedagogic training leads to more permanent employment and a more definite career than in the United States.

#### TEACHERS' INSTITUTES.

One of the most important subjects engaging the attention of school authorities in the United States is the adaptation of normal training to the improvement of the great body of teachers who supply the rural schools. It is needless to suggest that a large proportion of these teachers are persons of very ordinary attainments, with little or no special preparation for their work. Summer normals, normal or teachers' institutes, and the special or shorter courses offered by some of the regular normals have grown out of the necessity of doing something to save the country schools from the dubious efforts of untrained novices. These agencies have proved so efficient that they have been made an



integral part of the school system, and their organization and conduct are among the most prominent topics of discussion in the various pedagogical associations of the States.

Detailed statements of the institutes held during the year will be found in the abstracts of the appendix under the head of Training of Teachers.

#### NORMAL TRAINING IN THE COLLEGES.

The science and art of education attract more and more attention in universities and colleges. Chairs of pedagogics are reported as having existed last year in the Universities of Michigan, Missouri, and Iowa. The course of lectures delivered during the year by G. Stanley Hall, PH. D., for the benefit of Boston teachers, indicates the interest of Harvard University in this matter.

In his annual report for 1880-'81, President Eliot makes the following statement with reference to Mr. Hall's lectures:

In the first four months of 1881, G. Stanley Hall, PH. D., university lecturer on pedagogy for the year 1880-'81, gave a course of twelve lectures on Saturday mornings at Wesleyan Hall, Boston, to an audience composed chiefly of teachers. The action of the university in directing attention to the philosophy of teaching and in causing Dr. Hall's lectures to be delivered at a time and place convenient for the teachers of Boston and the vicinity, was received with favor by many persons interested in the subject, and the corporation received, at the close of the course, the public thanks of the teachers who had attended it.

The following statement from a recent paper by W. H. Payne, professor of the science and the art of teaching in the University of Michigan, sets forth the work as conducted in that university and answers several inquiries which have arisen:

The chair of the science and the art of teaching was established by a unanimous vote of the board of regents, June 29, 1879. This subject had long before received the careful consideration of President Angell and had been commended to the attention of the regents in his annual reports. Before asking the regents to take formal action in the matter, the president submitted the plan to the faculty in the department of literature, science, and the arts, and by a unanimous vote it was commended to the board of regents.

This action of the president, faculty, and regents was based on a state of facts of long standing. The University of Michigan, as the highest educational institution in the State and as the head of our educational system, had for years been supplying the higher positions in the public school service with teachers. As a rule these teachers assumed the responsibilities of important positions with no conscious preparation; and it was conceived a duty owing to the State to furnish prospective teachers with an opportunity to learn at least the theory of teaching and of school management. This state of facts becomes more significant when it is recollected (1) that the principal high schools of the State are preparatory schools to the university, (2) that these schools naturally look to the university for their principals and assistant teachers, and (3) that these secondary schools educate large numbers of teachers for the common schools. It seemed, then, that the teaching service of the State might be usefully affected by making the science and the art of teaching a regular branch of instruction in the university.

It should be stated, at the outset, that there is no "normal department" in the University of Michigan. There are merely courses of instruction in the science and the art of teaching, just as there are in science and in mathematics, save that, while the former are wholly elective, some of the latter are required; but, in both cases, the courses count toward a degree. What is called a "teachers' diploma" is given under the following requirements: (1) The pupil must have taken at least the bachelor's degree; (2) must have taken a teachers' course in Latin, Greek, or in some other subject; and (3) must have taken at least one of the longer courses in the science and the art of teaching. But this diploma has no legal value whatever. It merely certifies to the accomplishment of certain work. It exempts from no examination. There has never been a thought of interfering, in the least degree, with the work of the State Normal School. From the very nature of things, the normal school and the university cannot be competitors in a way that will noticeably affect either institution. In the first place, it is not at all probable that any pupil will apply for admission to the university for the sole purpose of studying pedagogics. At best, this would occupy only one-half his time. If he



enters at all, he will almost inevitably pursue courses that are not offered by the normal school, which, in its academic work, is merely a school of secondary instruction. As a matter of fact, there has not been the slightest effect injurious to the normal school through the introduction of courses in pedagogics into the university. The present year of the normal school is one of the most prosperous in its entire history.

At their best, these two schools can do but a fraction of the service the State requires in the education of teachers. A part of this work would not be done at all if not done by the university, not even if there were three normal schools, as there should be if the teaching force of the State is to be even moderately recruited. It might be reasonably expected that if the professional education of teachers should receive a larger share of public attention through the introduction of this subject into the university the general effect must be favorable to the normal school. \* \* \*

For the year 1879-'80 two courses of instruction were offered, as follows: (1) practical, devoted to the organization and management of public schools and to the more important details of school room work; (2) theoretical, devoted to the teaching of a body of public school doctrine. Each course occupied two hours per week for a half year. \* \* \*

For the year 1880-'81 both the above courses were raised to four-hour courses, that is, the time given to each was doubled. Scarcely any change was made in the management of course 1 and the result was quite as satisfactory as in the preceding year. In course 2, instead of teaching wholly by lecture, as I had done at first, I made Bain's Education as a Science the basis of my instruction. This gave me several advantages that at this stage of my work were essential: (1) There was a body of doctrine formulated and printed and recommended by a distinguished name; (2) my teaching, based on a printed text, could be made definite. The subject proved to be difficult, but the very difficulties inspired my pupils with a respect for the study. Better than this, the doctrines were found to be very fruitful in their practical applications, and so there emerged a new spirit: a taste for philosophizing on educational questions. I would do myself injustice (a thing no one has a moral right to do) if I were to allow the inference that none of this spirit was awakened in the first year of the course; but it fell far short of what I desired and expected. On the whole, the gain was considerable, and I began to feel some degree of satisfaction with what I thought to be my real work in the university: that of teaching a body of educational doctrine as the basis of a rational art of teaching.

From the summary here presented it is evident that pedagogic training in the United States has developed a natural gradation.

Summer normals and normal institutes, normal schools having one or two years' course, normal schools having four years' course, and chairs of pedagogy in the universities correspond to different demands in the same general department. They are practical expedients created for the most part as the want was felt and afterwards found justifiable upon philosophic principles. There is needed just now a mind at once philosophic and practical to differentiate and systematize these several agencies, to adjust each to its province and coördinate all together in the interest of the various requirements of the school service of our country.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, 1872-1881:

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions..	53	112	126	131	137	134	129	144	162	202
Number of instructors..	263	514	577	594	599	568	527	535	619	794
Number of students .....	8,451	22,397	25,892	26,109	25,234	23,496	21,048	22,021	27,146	34,414

TABLE IV.—*Summary of statistics of commercial and business colleges.*

States and Territory.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in libraries.	Increase in the last year.
			Total number of students, excluding duplicate enrollments.	In day school.	In evening school.		
Alabama .....	1	5	130	130	0	1,200	0
California .....	8	41	a1,072	996	73	3,850	200
Connecticut .....	1	3	149	100	49	.....	.....
Georgia .....	2	7	b308	267	.....	75	75
Illinois .....	22	83	c4,836	2,866	1,304	18,446	354
Indiana .....	8	38	d2,000	1,262	632	956	55
Iowa .....	10	46	e1,864	1,582	383	344	64
Kansas .....	3	8	432	382	80	.....	.....
Kentucky .....	3	12	480	364	126	50	25
Louisiana .....	2	11	366	275	91	1,710	15
Maine .....	4	17	898	721	217	1,350	90
Maryland .....	2	22	1,138	675	463	400	.....
Massachusetts .....	7	36	f1,227	803	74	.....	.....
Michigan .....	9	29	1,337	1,085	307	.....	.....
Minnesota .....	4	12	g554	172	82	425	25
Mississippi .....	3	12	150	150	0	1,200	25
Missouri .....	10	57	h1,845	1,367	297	3,345	100
Nebraska .....	1	2	120	90	63	.....	.....
New Hampshire .....	4	7	140	105	35	.....	.....
New Jersey .....	7	39	1,275	716	559	1,650	185
New York .....	22	93	5,641	4,203	1,547	3,460	95
North Carolina .....	1	1	.....	.....	.....	.....	.....
Ohio .....	21	69	i2,630	1,276	563	3,695	120
Oregon .....	1	3	170	100	70	200	20
Pennsylvania .....	19	61	j2,660	1,121	601	556	8
Rhode Island .....	2	11	474	395	79	160	9
Tennessee .....	6	14	440	394	108	50	0
Texas .....	7	13	k494	413	94	.....	.....
Vermont .....	1	2	125	125	.....	.....	.....
Virginia .....	1	1	44	23	21	542	6
West Virginia .....	1	4	90	60	30	.....	.....
Wisconsin .....	8	32	1,306	1,068	308	431	60
Washington .....	1	3	19	19	.....	.....	.....
Total .....	202	794	l34,414	m23,305	m8,256	44,095	1,531

*a* Not reported of 3 whether they are in day or evening school.

*b* Not reported of 41 whether they are in day or evening school.

*c* Not reported of 966 whether they are in day or evening school.

*d* Not reported of 106 whether they are in day or evening school.

*e* Not reported of 45 whether they are in day or evening school.

*f* Not reported of 350 whether they are in day or evening school.

*g* Not reported of 300 whether they are in day or evening school.

*h* Not reported of 181 whether they are in day or evening school.

*i* Not reported of 845 whether they are in day or evening school.

*j* Not reported of 938 whether they are in day or evening school.

*k* Not reported of 52 whether they are in day or evening school.

*l* Not reported of 3,827 whether they are in day or evening school.

*m* 974 attended both day and evening school.

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of Kindergärten, instructors, and pupils reported to the Bureau from 1873 to 1881, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.....	42	55	95	130	129	159	195	232	273
Number of instructors.....	73	125	216	364	336	376	452	524	676
Number of pupils.....	1,252	1,636	2,809	4,090	3,931	4,797	7,554	8,871	14,107

TABLE V.—Summary of statistics of Kindergärten.

States.	Number of schools.	Number of teachers.	Number of pupils.	States	Number of schools.	Number of teachers.	Number of pupils.
Alabama.....	1	.....	.....	Missouri.....	60	214	47,002
California.....	17	29	546	Nevada.....	1	2	50
Connecticut.....	4	6	81	New Hampshire.....	1	1	15
Delaware.....	2	4	30	New Jersey.....	12	28	501
Illinois.....	19	34	611	New York.....	37	97	1,689
Indiana.....	4	9	93	North Carolina.....	4	6	25
Iowa.....	4	11	168	Ohio.....	12	34	448
Kansas.....	3	5	76	Pennsylvania.....	25	58	674
Louisiana.....	1	5	63	Rhode Island.....	2	6	68
Maine.....	2	2	104	Virginia.....	4	8	48
Maryland.....	3	9	69	Wisconsin.....	12	24	457
Massachusetts.....	20	37	647	Arizona Territory.....	1	1	16
Michigan.....	7	8	150	District of Columbia.....	10	20	303
Minnesota.....	5	18	173	Total.....	273	676	14,107

a Includes some pupils receiving primary instruction.

It is unnecessary to call attention to the rapid advance of Kindergärten in number and popularity. The increase of pupils over those reported last year has been 60 per cent. This prosperity is indicated strongly in that their claims upon the public for support and encouragement are being attended to more frequently, their methods are approved, their spirit is commended, their principles acknowledged to be correct, and their beneficence urged by educators and philanthropists. In these matters and in many others the Kindergarten occupies a position of promise, and its advocates and teachers are assured of an ever increasing field of labor and usefulness.

The San Francisco Public Kindergarten Society has recently published a report of progress during its first three years of existence. It was organized in the summer of 1878 by public minded citizens urged forward by the arguments and influence of Prof. Felix Adler, of New York, then visiting San Francisco. The object of the society is "to establish free Kindergärten, with a view of conferring the benefit of Kindergarten education upon the children of the poor, of rescuing them from the vicious examples of the street, saving them from the cruel consequences of neglect, and so to develop in them the elements of skill that they may become useful and honorable members of society in later years." The first Kindergarten was established in September, 1878, in a destitute section of the city. It met much opposition, but was enabled to carry on its work by the support of steadfast friends and the approval of the intelligent citizens who were watching its progress. At length it won popular favor. Now it is "talked over in every class of society, in every corner of the city," and "is discussed charitably,

financially, industrially, religiously, artistically, morally, intellectually, and educationally." Six schools have sprung up to extend the work commenced by the earliest. Attendance is measured by the capacity of the rooms. Thought is given to the instruction, to the care and comfort of the pupils, and to their homes and parents, so that the good results of these schools are far reaching. The charity work of Kindergärten has ever been a prominent feature in their operations. Not in San Francisco alone do the schools send comfort, courage, and germs of intelligence into dark and desolate homes through the children gathered in them, but in other cities women of culture and wealth have bestowed time, labor, and money on similar enterprises. As Mrs. Cooper and her Bible class have aided the extension of the Kindergarten in San Francisco, so churches, societies, and individuals have labored for them and through them in eastern cities. Boston is dotted with schools established by Mrs. Q. A. Shaw, in which children receive care, education, and clothing, if necessary. The number of schools and nurseries owing their existence to her is said to be forty, and other ladies in the same city have imitated her to a less extent. In Chicago Mrs. E. W. Blatchford has established a school at her own expense. A full sketch of the charitable Kindergarten work in this country would be replete with incidents illustrative of the value of these efforts for the children of the poor and a most interesting chapter in the history of home missionary work.

#### PUBLIC SCHOOLS AND KINDERGÄRTEN.

The experience of St. Louis with Kindergärten in connection with the public schools has been extensive and instructive. During the school year 1880-'81, 8,635 children received Kindergarten instruction either alone or in connection with primary teaching. Even in that city the ingrafting process by which the public school system is joined to the Kindergarten is not complete or satisfactory. The steps and methods of transition from its schools and instruction to the methods adopted in the ordinary public school are not determined beyond question. A favorable solution of the difficulties is, however, anticipated, though the differences to be harmonized are serious. Superintendent Hon. Edward H. Long speaks of them as follows:

The former [Kindergarten] recognizes education as the unfolding of spirit, a process of developing or bringing to consciousness that which exists potentially within. The knowledge of the external is the means, not the end, and the methods are definite for the accomplishment of its end. The old method of primary instruction recognizes, or at least proceeds as if it recognized, the external as the end, and, if the notion is entertained that somehow intellectual or moral culture is involved, it is vague, and only indefinite means are adopted to accomplish such end.

Miss M. J. Lyschinska, writing from an English standpoint on difficulties in infant schools, touches the questions of the relations of Kindergärten to the primary grade of public schools. Her idea seems to be that it is not always practicable to bring children to a prescribed point in intellectual acquirement at a given age, but that different children require different periods for the acquisition of the knowledge required for profitable entrance into the public schools. The time allowed should be long enough for the child's mind and nature to be unfolded in a Kindergarten up to where it has (in a symmetric growth) acquired the knowledge specifically needed for entrance upon the usual school routine, in connection with the graces and powers brought into service by judicious Kindergarten training. She attempts no solution of the question how children accustomed to instruction according to Kindergarten principles are to acquiesce readily in the tiresome methods of common teaching. Perhaps it needs none. The president of the New York Normal College, Thomas Hunter, PH. D., reports on the effects of Kindergärten in such a way as to banish doubts on this point. He says:

The question naturally arises, what is the effect of the Kindergarten instruction on the children when they reach the higher grades of the school? The effect has been tested by comparing them with children who have not had the benefits of the Kindergarten; and we have invariably found that the children trained in the Kindergarten are brighter,



quicker, and more intelligent; and that especially in all school work, such as writing and drawing, requiring muscular power and flexibility in the wrist and fingers they preëminently excel.

It would be hard to find teachers of lower grade public schools who would report with general unanimity such results from their system of instruction as the Kindergartners claim for theirs, which are shown in Table V of the appendix to this report, pp. 413-447. These effects are summed up by an English lecturer as follows:

What the Kindergarten has to show are happy, healthy, good natured children; no proficiency in learning of any kind, no precocity; but just children in their normal state. The Kindergarten rejects reading, writing, ciphering, spelling. In it children under six build, plait, fold, model, sing, act; in short they learn in *play* to work, to construct, to invent, to relate and speak correctly, and —what is best of all— to love each other, to be kind to each other, to help each other. One thing more I must mention which children do learn in the Kindergarten and which comprises all their infantine accomplishments: they learn to play together, an accomplishment of the greatest moral importance to children of all ages.

Although there is a variance between the Kindergarten and the common methods of instruction, the confident expectation of many observers, is that the hindrance to their union will be overcome. The public cannot afford to lose the benefit of Kindergarten principles and influences. A widely circulated magazine, whose words are of weight with a numerous class of citizens, is reported as saying that “probably the day will come when school boards will realize that the Kindergarten, which brings under proper influences the rough little wanderers on the city streets, is a school which cannot be too carefully tended and heartily encouraged.”

#### NORMAL KINDERGARTEN INSTRUCTION.

The efforts to train Kindergarten teachers are to be highly commended. This system of instruction is not so transparent that the untutored can comprehend its principles and apply them profitably. Its simplicity is not that of a first thought, but that of a perfected idea, a finished structure. The nature and peculiarities of instructing children are not readily perceived by the inexperienced mind. Those who would educate them in accordance with their individual characteristics must know upon what material they are putting an impress and how they may make it the most effective of good. The mere proposition of a person to open a school for Kindergarten instruction does not make it certain that the person is qualified for the undertaking and will lead the children that attend into the paths of highest gain. Practical work under an experienced teacher is needed for the training of a Kindergartner. This position might be supported by quotations from numerous authorities in Kindergarten education. Miss Kate D. Smith, of the Silver Street Kindergarten, San Francisco, says:

The first companion of children should be an adept in the science and art of education. It is impossible to get any practical idea of Fröbel's philosophy without earnest study under a capable instructor; it is impossible to execute the work in the different Fröbel occupations and bring it to its legitimate end without guidance and direction; and it is utterly and entirely impossible to catch the necessary inspiration unless the student passes the period of her training in the Kindergarten itself.

Dr. Hunter considers “an able and thoroughly trained Kindergartner” the first condition of success in Kindergarten work. Miss E. Shirreff, president of the London Fröbel Society, writes:

If the teacher be really wise and careful, then is the class soon, in very truth, the garden where children grow and expand as nature directs, all hindrance cleared away and all help given to make the growth healthy and equal in all its parts. If she lacks those qualities, then the system fails in her hands; but, instead of undervaluing the system, we should only deplore that here also—as, alas! too often elsewhere—the holy work of education is trusted to the half educated.

Rules have been issued by the Austrian minister of instruction in respect to normal Kindergarten training. Pupils in the normal schools are to visit a Kindergarten once

a week in their third year and spend a considerable portion of their practice time during the next year under the direction of the Kindergartner. Those wishing to become Kindergarten instructors must also pursue special studies. The minimum age for entering the courses is sixteen years. A certificate of fitness is issued to pupils of the training school for female teachers who have received the instruction in music and gymnastics, passed the final examinations, taken the course in the occupations, and given evidence of theoretical and practical knowledge of the Kindergarten. The right to conduct an independent Kindergarten may be granted to those who can show at least two years' successful practice in such work.

#### ESSENTIAL NEEDS OF A KINDERGARTEN.

A translation of a German statement of the essential needs of a Kindergarten recently appeared in the *New Education*. It is worthy of a careful reading by all interested or engaged in this method of instruction, and is as follows:

(1) *Rooms*.—According to the number of pupils, two or three spacious rooms are needed, also an anteroom for their wrappings. The largest room is used for the movement games, the others for the occupations and games at the tables. In the latter there are needed, besides tables and chairs, two glass cases; in one of these the occupation material is kept, in the other the work of the children, curiosities, specimens, &c., are preserved. The walls are furnished with the necessary cards, pictures, &c.

(2) The *garden*, which should not be wanting in a normal Kindergarten, must offer the necessary room for a playground (for the warm season sufficiently shaded by trees), for a sufficient number of garden beds, and for the cultivation of common plants, herbs, and shrubs for purposes of instruction.

(3) The *guidance* of the Kindergarten is to be intrusted only to well prepared Kindergarten teachers. They must have passed at least a year in a good training school, and must have had some experience in practice under reliable direction. In addition, the Kindergartner should be of a gentle disposition and should love children. Musically, she should be able to sing the Kindergarten songs in a pleasing though not voluminous voice and to teach them correctly.

(4) The *number* of pupils for one Kindergartner should not be many more than twenty; at least this number should not be exceeded in private or family Kindergarten, since it is impossible for one person to superintend more children and to attend to individual wants and to proceed methodically. In public Kindergarten financial considerations may render it difficult to adhere to this limit; yet, if there is to be a shadow of methodical training, a second Kindergartner must be employed as soon as the number of children exceeds forty, so that two separate divisions may be formed.

(5) The *time table* must be so arranged that the spontaneous wishes of the children may be respected; all pedantry in following it should be avoided; and it should be readily modified by the inclinations of the children, the season, the weather, &c. The Kindergarten must never be made into a school and must ever be a place for spontaneous play and work on the part of the children. All undue physical and mental exertion is to be avoided, and the various ages are to be taken into account.

(6) The *supervision* is to be placed in the hands of ladies, more particularly of mothers, who understand best the wants of early childhood. This does not exclude aid on the part of gentlemen who have the necessary pedagogic culture. All who are intrusted with the supervision should be theoretically and practically familiar with Fröbel's methods of education.

#### SECONDARY INSTRUCTION.

Secondary instruction is an expression employed to indicate a grade between elementary and superior instruction, but varying in different countries according to the greater or less extent to which provision is made for liberal culture and for special training. The statistical summary on page cxi of pupils receiving secondary instruction shows that the

expression "secondary instruction" has a wide application in the United States. The total of these pupils is 224,815, or about 1 in every 223 of the population. A number of the schools in Tables VI and VII have preparatory departments to which children are admitted as young as 6 years of age; under favorable circumstances the course which is strictly preparatory to college is commenced at 10 or 11 years of age. Secondary instruction proper begins at about 13 years of age and is from 2 to 6 years in duration.

High and normal schools are regulated by the school laws of their respective States or cities; preparatory schools sustain the most intimate relation to the colleges and universities; secondary schools are variously constituted and controlled. These several classes of institutions have so many points both of agreement and contrast that neither separate nor collective characterization affords an exact estimate of their operations.

High schools are apparently strengthened by the opposition which they from time to time encounter. The history of free schools in the North and West, their more recent development in the South, and the experience of foreign nations in the same direction afford convincing evidence that no system of public education can maintain an efficient existence without high schools, or the grade of instruction given in them. It is neither possible nor desirable that they should absorb all the functions of secondary education, but it is undoubtedly true that they offer the only adequate means for the accomplishment of some of its chief purposes. The transformations which are constantly demanded by the development of society are most readily brought to pass in institutions which are a common interest to all classes and which have resources practically unlimited. The present is a transition period in our country, and those familiar with the inside history of our schools are aware that the high schools are taking the initiative in the adjustment of educational processes. This fact was strikingly illustrated in the dedication of the noble structure in Boston for the accommodation of the Latin and English high schools. Here were represented all subjects of study and all profitable exercises; here provision had been made alike for the classics and for science, for physical and for mental training; here, indeed, was exemplified on a grand scale what ought to be and what is rapidly becoming a feature of our public schools of secondary grade, namely, the adaptation of material appliances to ideal results, of educational theory to living issues.

With few exceptions the schools included in Tables VI and VII represent what the English aptly call "voluntary schools," i. e., those originating with people acting in their private or individual capacity and not as a body politic. Above 50 per cent. of all the scholars of secondary grade in the United States are enrolled in the schools reported in Table VI. As a rule these schools are less progressive than the public high schools, and such of them as depend solely upon tuition fees are apt to decline as public schools improve. Of the total number 42 per cent. are reported under the auspices of religious denominations, while a number tabulated as non-sectarian have some church affiliation. Intolerant sectarianism has had very little survival in these schools, and it is evident that they command patronage mainly on other than denominational grounds. They are generally controlled by a board of trustees appointed with some reference to their fitness for educational affairs and their ability to afford a trustworthy guarantee of the character of the school. They will always be an important factor in the progress of Christian communities, and it is gratifying to observe that the several denominations in the United States are moving for the larger endowment and more efficient conduct of the secondary schools under their patronage.

*General statistical summary of pupils receiving secondary instruction.*

States and Territories.	In city high schools (Table II). <sup>a</sup>	In normal schools (Table III). <sup>b</sup>	In institutions for secondary instruction (Table VI).	In preparatory schools (Table VII).	In preparatory departments of —			Total.
					Institutions for superior instruction of women (Table VIII).	Universities and colleges (Table IX).	Schools of science (Table X).	
Alabama.....		560	1,007		265	20	47	1,899
Arkansas.....	68	243	620			564		1,495
California.....	1,484	57	4,185	443	135	1,178	34	7,516
Colorado.....	132		299	60		113		604
Connecticut.....	580		1,761	1,074	20			3,435
Delaware.....	110		723		37			870
Florida.....		140	1,064					1,204
Georgia.....	418	150	9,803	458	510	70	877	12,286
Illinois.....	1,824	1,162	6,809	662	259	2,977	77	13,770
Indiana.....	1,272	1,005	2,524		19	1,809	141	6,770
Iowa.....	590	108	4,949	55	268	1,769	15	7,754
Kansas.....		1,043	262		105	889		2,299
Kentucky.....	873	88	3,649		785	594		5,989
Louisiana.....	267	20	745		92	1,213	40	2,377
Maine.....	1,142	210	1,926	580		45		3,903
Maryland.....	2,033	215	2,560	392	75	360	6	5,641
Massachusetts.....	6,801	10	2,666	2,489	92	192		12,250
Michigan.....	2,328	174	1,275	110		1,361		5,248
Minnesota.....	186	369	2,061		20	421		3,057
Mississippi.....		193	3,266		308	557	437	4,761
Missouri.....	1,232		3,785	379	467	1,101	274	7,238
Nebraska.....	100	109	526			360		1,095
Nevada.....						40		40
New Hampshire.....	438		1,982	702	182			3,304
New Jersey.....	1,185		4,041	377	39			5,642
New York.....	3,908	2,649	19,045	2,127	1,042	2,944		31,715
North Carolina.....		178	3,935		200	616		4,929
Ohio.....	4,796	434	3,478	290	197	3,726	93	13,023
Oregon.....	201		1,655		35	785		2,676
Pennsylvania.....	2,514	1,242	6,824	1,152	260	1,908	52	13,952
Rhode Island.....	548		370	433				1,351
South Carolina.....		629	2,227	150	271	358		3,635
Tennessee.....	460	658	5,929	420	515	1,122		9,104
Texas.....		271	3,482		287	1,153		5,193
Vermont.....		33	2,765	167	50			3,015
Virginia.....	499	305	1,949	254	201	73	108	3,389
West Virginia.....		31	745		56	134		966
Wisconsin.....	371	756	2,179	492	224	850		4,872
Dakota.....								
District of Columbia.....	234	94	1,177			359		1,864
Indian.....			296					296
New Mexico.....			1,229					1,229
Utah.....			2,553			202		2,755
Washington.....			218			113		331
Wyoming.....			73					73
Total.....	36,594	13,136	122,617	13,275	7,016	29,976	2,201	224,815

<sup>a</sup> In 134 cities.<sup>b</sup> Strictly normal students not included.



Preparatory schools, Table VII, are located chiefly in the Middle and New England States, in which section secondary education, as distinct from elementary and collegiate, is most completely organized. The preparatories include a number of endowed academies which justly rank among the most noted institutions of the country. They have ample resources and are admirably furnished as regards teachers and material appliances, and they have preserved to us from our earliest history a conception of secondary instruction which is among the most precious of our inheritances from the past.

The act of incorporation of Phillips Academy at Andover, dated October 4, 1780, sets forth the purposes of the institution as follows: "For promoting true piety and virtue, and for the education of youth in the English, Latin, and Greek languages, together with writing, arithmetic, music, and the art of speaking; also, practical geometry, logic, and geography, and such other of the liberal arts and sciences or languages as opportunity may hereafter permit and as the trustees hereinafter provided shall direct." The constitution of the academy includes among the subjects in which the students are to be instructed "the great end and real business of living."

The founder of Phillips Exeter in defining the duties of the instructors says: "Above all, it is expected that the attention of instructors to the disposition of the minds and morals of the youth under their charge will exceed every other care, well considering that, though goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character and lay the surest foundation of usefulness to mankind." In another place he says again: "And in order to prevent a perversion of the true intent of this foundation, it is again declared that the first and principal design of this institution is the promoting of virtue and true piety, useful knowledge being subordinate thereto."

In this spirit our secondary schools must be maintained, especially those which are likely to draw patronage from the most prosperous families, if we would not have our "wealth outstrip our civilization."

The consideration of particular institutions and localities gives a more favorable impression of our secondary education than the survey of the whole country. In this broader view it seems that the interests of education in our midst could not be better served than by an investigation of this class of schools, conducted under the united authority of all the agents concerned in their maintenance. The particulars to which inquiry should be directed are the cost of the service, qualification of the teachers, personnel of the scholars, curricula, and results.

The tables afford much information on these points, but it is incomplete, and in the case of the high schools involved with the statistics of other public schools. The total number of institutions in Tables VI and VII is 1,466, having 7,360 instructors and 135,892 scholars. The total amount of productive funds in the possession of these institutions is \$11,454,915, yielding an income of \$1,042,073. The receipts from tuition fees during the year were \$2,216,681. The price of tuition varies greatly in the different schools and affords no certain criterion of efficiency. Where there are no endowments low charges may be regarded as the indication of feebleness, but the reverse cannot be affirmed. The total receipts, averaged upon the total attendance, give a per capita expense of \$16; if the income from productive funds be included, the per capita is \$24. It is unnecessary to suggest that the sum does not represent a fair equivalent for the result proposed. The inference is plain: a prosperous people like our own ought to make larger investments in this department. It is inevitable that a larger number of students should enter upon and complete a course of secondary training than a higher collegiate course; for 1881 the number of students in the schools of Tables VI and VII is four times the number of students reported in the institutions comprised in Table IX. The total number of students under secondary instruction is above three times the number in all classes of institutions for superior instruction, not including students in preparatory departments; nevertheless it will be observed that the resources of the superior institutions

greatly exceed those of the secondary schools. Thus the value of grounds, buildings, and apparatus for secondary and preparatory schools, Tables VI and VII, is \$24,813,687; for universities and colleges, Table IX, \$40,255,976; the amount of productive funds for the former is \$11,454,915, yielding an annual income of \$1,042,073; for the latter, \$43,786,877, yielding an annual income of \$2,618,008.

Considering the diffusion of secondary training and its absolute importance, this is a matter to which the patrons and benefactors of learning may well turn their attention.

It is important that the qualification of teachers and the curricula of secondary schools should correspond to some rational system of training. Here we have much to learn from European nations, in which secondary education is better organized and adjusted more skilfully to the requirements of highly civilized and populous communities than in our own country. The courses of study must be as various as the purposes for which they are intended, and these in turn must be regulated by the classes into which the scholars may be grouped. I use the expression advisedly, for wherever the subject has been examined a classification of scholars has been recognized which seems to result from the natural order of life in modern society. The classification is not determined by "hard and fast lines" and is not the same in all countries. For the United States it is substantially as follows:

First. Scholars who may pursue the secondary course for about two years.

Second. Those who may complete a course of four or six years, but who desire at about 16 years of age to pursue studies related to their prospective vocations.

Third. Those for whom secondary training is a preparation for the college or university. The adjustment of courses of study to these distinct classes has long engaged the thoughtful consideration of the educators and enlightened statesmen of foreign countries; superior primaries, Gymnasien, Realschulen, polytechnic schools, professional or trade schools, &c., indicate the drift of their deliberations. The keenness of international competition (in which we are becoming constantly more involved), the growth of our business interests, the development of superior instruction—i. e., that which occupies students up to 24 or 25 years of age—urge us to follow the example of European nations in the adaptation of secondary training.

We are met at the outset of every such endeavor by the necessity for a fuller and more reliable presentation of the facts which must determine our adjustments. What is the proportion of scholars in each of the specified classes? What is the course which each pursues and with what results?

The tables, as they stand, indicate how far we are from adequate information upon these points, while only those familiar with the work of the Office can appreciate the difficulties in the way of a more complete record.

From an examination of the statistical summary of classical and scientific preparatory courses two facts are made evident: (1) The majority of students in the schools presented in Tables VI and VII are not preparing for superior institutions, only 7 per cent. of the scholars of the former being so reported and 34 per cent. of those of the latter. (2) A large proportion of this preparatory work is accomplished in the preparatory departments of colleges, universities, and schools of science. In other words, for the majority of their scholars the training of the secondary and preparatory schools is final.

The importance of a reliable estimate of the number of students preparing for college and the number who annually present themselves for the college entrance examinations will be readily recognized. With a view to securing this information I have from year to year sent out inquiries, the returns to which are embodied in the summaries of college entrance examinations and of students in classical and scientific preparatory courses, Table IX. These returns, it will be seen, are as yet too fragmentary for any general inference. They are given merely to illustrate what is required as a means of estimating the results of that department of secondary training which is professedly preparatory

for college. The demand for such information is increasing. Each institution seeks to know what others of the same grade are accomplishing, and those who meet for the general discussion of education realize the fatuity of counsels not based upon a knowledge of facts. In view of these manifestations I can but hope that the time is not distant when the teachers and officers of secondary schools will agree upon such a representation of the conditions of their work as the public interests demand.

TABLE VI.—INSTITUTIONS FOR SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction (exclusive of high schools, preparatory schools, and departments of normal schools and of institutions for superior instruction) making returns from 1872 to 1881, inclusive:

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
No. of institutions..	811	944	1,031	1,143	1,229	1,226	1,227	1,236	1,264	1,336
No. of instructors..	4,501	5,058	5,466	6,081	5,999	5,963	5,747	5,961	6,009	6,489
No. of students.....	98,929	118,570	98,179	108,235	106,647	98,371	100,374	108,734	110,277	122,617

TABLE VI.—*Summary of statistics of*

States and Territories.	Number of schools.	Instructors.		Number of students.					
		Male.	Female	Total.	Male.	Female	In English course.	In classical course.	In modern languages.
Alabama .....	13	23	27	a1,007	489	376	470	173	53
Arkansas .....	8	a14	6	a620	265	295	477	59	2
California .....	30	92	168	4,185	1,698	2,487	3,353	435	1,308
Colorado .....	3	5	11	299	59	240	245	20	34
Connecticut.....	36	46	108	1,761	692	1,069	825	427	356
Delaware .....	13	36	13	723	439	284	401	111	39
Florida .....	9	11	30	1,064	349	715	1,000	119	71
Georgia .....	135	a179	155	a9,803	5,111	4,542	6,834	1,589	791
Illinois .....	43	95	215	a6,809	2,817	3,913	63,196	196	1,041
Indiana .....	17	20	37	a2,524	857	1,444	898	84	79
Iowa .....	40	83	78	a1,949	2,224	2,078	2,525	326	401
Kansas .....	2	2	9	262	100	162	200	40	25
Kentucky.....	49	80	149	3,649	1,446	2,203	2,272	702	440
Louisiana.....	15	28	33	745	378	367	505	51	221
Maine .....	24	32	39	1,926	1,078	848	1,088	262	168
Maryland .....	33	94	56	2,560	1,362	1,198	1,417	439	457
Massachusetts.....	43	79	137	2,666	1,056	1,610	1,640	569	673
Michigan .....	9	a26	46	a1,275	242	785	526	100	73
Minnesota.....	18	40	42	2,061	1,118	943	1,555	183	269
Mississippi.....	34	a51	76	a3,266	1,335	1,750	2,352	429	138
Missouri.....	33	79	139	a3,735	1,798	1,754	2,534	435	370
Nebraska .....	6	10	22	526	180	346	296	57	20
New Hampshire.....	34	52	42	1,982	1,047	935	954	336	259
New Jersey.....	49	127	119	4,041	2,289	1,752	2,960	532	1,887
New York.....	188	489	697	a19,045	8,119	8,713	10,458	2,500	3,684
North Carolina.....	50	83	81	a3,935	2,178	1,534	2,988	779	250
Ohio .....	42	a90	125	a3,478	1,330	1,887	b1,117	504	162
Oregon.....	17	25	50	1,655	647	1,008	1,168	179	128
Pennsylvania.....	86	227	344	a6,824	3,498	3,271	b4,522	925	1,129
Rhode Island.....	6	13	34	370	134	236	323	115	197
South Carolina.....	14	a30	32	a2,227	891	848	1,214	125	68
Tennessee .....	67	121	127	a5,929	2,840	2,770	4,329	712	310
Texas.....	29	a74	59	a3,482	1,845	1,536	1,889	245	692
Vermont.....	27	a50	76	a2,765	1,210	1,368	1,695	548	415
Virginia.....	31	54	65	a1,949	905	834	1,453	341	232
West Virginia.....	8	5	30	a745	115	485	402	53	21
Wisconsin.....	22	a97	65	a2,179	989	944	1,364	582	849
Dakota.....	1	1	0						
District of Columbia.....	19	40	80	a1,177	372	710	662	145	263
Indian .....	3	3	8	296	88	208	145	31	
New Mexico.....	8	24	16	1,229	696	533	520	18	157
Utah.....	17	24	75	2,553	1,184	1,369	1,637	101	228
Washington.....	4	8	11	a218	60	98	76	2	20
Wyoming.....	1		4	a73					
Total.....	1,336	2,762	3,727	a122,617	55,530	60,448	b74,485	16,029	17,940

*a* Sex not reported in all cases.



institutions for secondary instruction.

Number of students.				Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Libraries.		Property, income, &c.			
Preparing for classical course in college.	Preparing for scientific course in college.	Entered colleges since close of last academic year.	Entered scientific schools since close of last academic year.				Number of volumes.	Increase of volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
87	5	18	2	5	8	9	7,650	871	\$141,700	\$15,000	.....	\$7,600
103	16	.....	.....	1	1	4	0	0	17,700	3,600	\$900	4,550
93	83	55	16	24	20	25	16,295	1,227	540,500	.....	.....	74,246
5	.....	.....	.....	3	3	2	600	30	50,000	.....	.....	24,800
68	13	16	4	24	21	25	13,416	758	428,400	271,106	3,958	39,209
28	20	8	.....	8	8	8	2,400	275	96,600	7,000	.....	9,500
18	.....	4	2	5	7	4	1,590	60	83,000	40,000	2,800	1,756
589	198	193	46	36	56	68	9,400	1,140	379,750	106,000	7,000	83,732
100	69	199	32	27	33	31	14,392	455	881,250	43,500	7,952	107,603
45	59	36	31	9	10	4	6,812	78	134,500	60,000	4,500	6,220
199	190	153	26	22	23	19	6,964	700	315,000	57,285	2,071	62,213
40	100	.....	.....	1	1	1	650	100	17,500	600	.....	10,000
336	228	124	33	22	35	35	10,918	293	410,550	17,500	3,270	54,337
54	53	61	2	5	9	9	3,867	746	12,500	.....	.....	3,121
185	37	36	18	13	10	16	7,675	245	179,600	64,900	3,142	13,481
119	94	107	40	21	23	21	20,625	682	415,800	704,000	39,240	32,620
160	29	18	6	30	29	21	19,845	376	914,500	748,467	45,067	46,230
30	16	40	.....	7	7	5	6,400	355	169,000	26,000	263	29,754
85	106	77	11	10	13	14	4,533	272	260,700	26,400	2,490	57,694
226	189	43	25	10	22	23	12,285	674	162,000	70,400	6,300	30,466
67	89	99	22	19	23	23	17,042	2,504	225,800	33,000	2,200	74,798
27	25	0	0	5	6	6	2,900	720	42,000	15,000	1,900	1,700
110	28	16	5	8	10	12	11,547	191	147,250	288,627	16,982	10,147
233	96	58	24	32	33	32	27,253	488	745,289	37,500	3,615	106,644
b1, 137	286	262	104	139	122	127	110,224	2,342	3,433,136	626,867	43,747	382,318
371	72	113	9	17	23	26	19,439	775	319,400	1,000	600	71,310
b228	84	67	33	23	31	32	21,758	864	530,700	110,550	6,830	32,991
84	93	17	7	11	13	11	3,290	260	186,500	19,875	870	24,548
265	44	52	14	65	55	57	60,377	2,371	4,998,900	6,093,461	700,792	136,588
16	.....	4	.....	3	3	4	6,974	1,598	575,000	150,000	9,000	1,540
59	42	22	30	8	6	5	2,206	242	111,400	20,000	.....	7,277
349	216	161	21	19	39	44	11,435	900	347,350	36,000	4,550	52,385
164	67	34	2	13	15	17	5,200	500	167,500	.....	.....	18,207
177	51	44	5	15	16	22	8,485	311	312,775	67,400	5,297	22,460
115	24	44	8	13	14	14	12,615	280	224,000	27,000	3,240	27,097
10	2	2	.....	4	5	5	4,300	.....	61,500	10,000	500	900
b74	24	146	3	14	15	13	21,884	775	480,800	26,000	430	34,575
.....	.....	.....	.....	0	0	0	.....	.....	5,000	.....	.....	.....
17	8	9	2	12	13	11	2,705	.....	20,900	.....	.....	6,797
.....	.....	.....	.....	1	1	2	500	.....	40,000	.....	12,000	238
40	60	61	.....	4	7	6	2,680	80	93,000	.....	1,700	18,600
53	107	6	5	10	10	11	2,767	430	134,830	97,927	5,040	26,165
5	13	.....	.....	2	3	2	700	250	26,200	1,000	.....	2,350
.....	.....	.....	.....	.....	1	1	.....	.....	3,000	.....	.....	.....
b6, 171	2,936	2,405	588	720	803	827	522,598	25,218	18,842,780	9,922,965	948,246	1,758,787

b Classification not reported in all cases.

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau from 1873 to 1881, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.....	86	91	102	105	114	114	123	125	130
Number of instructors.....	680	697	746	736	796	818	818	860	871
Number of students.....	12,487	11,414	12,954	12,369	12,510	12,538	13,561	13,239	13,275

TABLE VII.—Summary of statistics of preparatory schools.

States.	Number of schools.	Number of instructors.	Number of students —				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
California .....	3	20	7	11	a425	12	1
Colorado .....	1	5			a60		
Connecticut .....	6	51	245	16	a813	45	11
Georgia.....	2	14	112	201	145	3	1
Illinois .....	8	58	160	113	a389	18	22
Indiana .....	2	8					
Iowa .....	1	4	2	0	53	1	0
Maine .....	5	23	147	9	424	49	2
Maryland .....	4	20	45	16	331	10	3
Massachusetts.....	22	141	670	144	a1,675	148	25
Michigan.....	1	6	10	16	84		
Missouri.....	1	20	42	35	302	6	4
New Hampshire .....	6	40	459	21	222	80	6
New Jersey.....	5	39	56	44	277	18	13
New York.....	24	185	598	257	a1,272	132	38
Ohio.....	5	36	94	51	154	16	6
Pennsylvania.....	14	84	359	98	695	55	16
Rhode Island.....	4	33	131	13	a289	26	4
South Carolina.....	1	4	20		130	1	1
Tennessee.....	2	11	35	37	348	36	10
Vermont .....	2	9	20	12	135	3	0
Virginia.....	6	21	75	20	a159	38	8
Wisconsin .....	5	39	125	82	285	10	
Total .....	130	871	3,412	1,196	a8,667	707	171

a Includes students preparing for classical or scientific course, the number included not being specified.

TABLE VII.—*Summary of statistics of preparatory schools*—Continued.

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
California.....	2, 150	50	\$122,000	.....	.....	\$4,300
Colorado .....	.....	.....	.....	.....	.....	.....
Connecticut.....	14, 000	730	235, 000	\$193, 000	\$8, 050	15, 317
Georgia .....	301	301	55, 000	50, 000	4, 000	1, 100
Illinois .....	4, 760	110	100, 000	.....	7, 287	15, 319
Indiana .....	.....	.....	.....	.....	.....	.....
Iowa.....	2, 400	.....	30, 000	10, 000	750	1, 400
Maine .....	1, 175	105	85, 000	51, 500	3, 090	5, 718
Maryland .....	3, 075	200	75, 000	800	.....	123, 200
Massachusetts.....	23, 550	713	1, 564, 757	583, 062	36, 200	95, 974
Michigan.....	560	50	50, 000	.....	.....	.....
Missouri .....	.....	.....	65, 000	.....	.....	.....
New Hampshire .....	9, 530	355	990, 000	355, 588	18, 910	10, 904
New Jersey .....	3, 150	610	216, 000	20, 000	1, 200	9, 335
New York.....	16, 431	825	1, 324, 950	174, 000	9, 840	92, 506
Ohio.....	10, 500	180	210, 000	.....	.....	2, 100
Pennsylvania .....	16, 325	280	344, 000	75, 000	4, 500	48, 740
Rhode Island .....	1, 000	50	180, 000	.....	.....	22, 981
South Carolina.....	50	.....	5, 000	.....	.....	250
Tennessee.....	620	.....	17, 000	.....	.....	.....
Vermont .....	1, 000	.....	30, 000	.....	.....	1, 600
Virginia.....	9, 600	400	63, 000	.....	.....	1, 900
Wisconsin.....	4, 575	125	209, 200	19, 000	.....	5, 250
Total .....	124, 752	5, 084	5, 970, 907	1, 531, 950	93, 827	457, 894

TABLE VIII. — SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior instruction of women will be found in Table VIII of the appendix. The following is a comparative summary of institutions, instructors, and pupils from 1871 to 1881, inclusive :

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
No. of institutions.....	136	175	205	209	222	225	220	225	227	227	226
No. of instructors.....	1, 163	1, 617	2, 120	2, 285	2, 405	2, 404	2, 305	2, 478	2, 323	2, 340	2, 211
No. of students.....	12, 841	11, 288	24, 613	23, 445	23, 795	23, 856	23, 022	23, 639	24, 605	25, 780	26, 041

TABLE VIII.—*Summary of statistics of institu*

States.	Number of institutions.	Corps of instruction.			Number of instructors in preparatory department.	Students. Number in preparatory department.
		Total.	Male.	Female.		
Alabama .....	9	79	15	64	18	265
California .....	3	52	12	40	5	135
Connecticut.....	1	9	4	5	1	20
Delaware.....	1	9	3	6	2	37
Georgia.....	15	6113	42	68	19	510
Illinois.....	12	115	31	84	11	259
Indiana.....	2	26	1	25	1	19
Iowa .....	3	38	5	33	8	268
Kansas.....	1	16	3	13	3	165
Kentucky.....	18	149	46	103	28	785
Louisiana.....	4	24	7	17	1	92
Maine.....	3	623	6	9		
Maryland.....	5	52	11	41		75
Massachusetts.....	10	176	39	137	1	92
Michigan.....	2	13				
Minnesota.....	2	21	3	18	4	20
Mississippi.....	8	64	18	51	5	308
Missouri.....	15	164	26	138	23	467
Nevada .....	1	6	2	4		
New Hampshire.....	4	31	10	21	3	182
New Jersey.....	5	36	14	22	12	39
New York.....	16	207	41	166	49	1,042
North Carolina .....	7	46	14	32	7	200
Ohio .....	12	146	39	107	21	197
Oregon.....	1	14	2	12		35
Pennsylvania.....	16	172	61	111	35	260
South Carolina.....	5	46	12	34	9	271
Tennessee.....	16	109	22	87	12	515
Texas .....	9	59	17	42	8	287
Vermont.....	1	11	5	6	3	50
Virginia.....	12	116	32	84	8	201
West Virginia .....	3	22	4	18	4	56
Wisconsin .....	4	647	3	37	4	224
Total.....	226	2,211	545	1,635	305	7,016

a Classification not reported in all cases.



tions for the superior instruction of women.

Students.				Number of institutions authorized by law to confer collegiate degrees.	Libraries.		Property, income, &c.			
Number in collegiate department.			Total number in all departments.		Number of volumes.	Increase in volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
In regular course.	In special or partial course.	Graduate students.								
598	40	9	a1,016	8	9,300	255	\$440,000			\$15,000
77	6	4	a402	1	7,875	100	275,000	\$12,500		24,000
		7	a100		500		40,000			4,500
37	0	0	74	1	1,500	0	24,000	0	\$0	3,000
953	104	23	a1,902	13	7,784	179	490,000	25,000	1,500	45,700
499	291	13	a1,506	6	28,301	95	792,000	21,000	1,500	35,161
23	29	7	a216	2	3,600	28	25,000			2,800
162	44	3	a531	3	2,021	71	50,000			3,000
41	24	0	170	1	872	50	150,000	0	0	37,000
1,088	65	18	a2,080	16	13,090	853	570,000			58,940
69	5		a323	4	1,100	10	78,000	20,000	1,600	6,800
29			a114	2	3,000		100,000	47,000	3,000	4,500
162	7	11	a349	2	8,128	8	106,000			3,300
976	307	5	a1,597	2	49,425	1,769	1,081,300	395,000	34,500	63,124
			103		1,200	200	60,000			
55			a195	1	900	20	42,000			2,500
508	6	3	a978	7	4,518	150	170,000			37,997
715	31	22	a1,930	12	11,289	964	662,000	80,000	1,200	49,500
56			56	0	250	0	30,000	0	0	
154	38	6	380	2	2,700		125,000	100,000	6,020	12,140
101	21	13	a369	2	5,030	850	152,000			9,800
557	650	24	a3,119	4	27,741	2,422	1,634,259	62,900	2,243	177,410
280	22		a631	3	5,900	30	104,000			
508	215	5	a1,093	4	15,646	465	847,250	44,400	2,884	72,077
	10		a175		550		30,000			
458	288	8	a1,472	7	19,180	378	573,600	11,000	660	65,300
422	9	6	708	5	2,400	100	97,000	1,000	70	5,200
1,039	102	20	a1,718	15	14,750	152	412,000	30,000	1,800	37,830
327	3	2	a820	7	2,900	180	70,000			16,330
117	27	2	196	1	650		102,000	8,000	480	
742	46	11	a1,142	11	2,900	30	409,500			30,800
74	5	1	136	2			15,000			3,500
118	98		440	1	6,540	92	290,250		10,546	30,800
10,945	2,493	223	a26,041	145	261,540	9,451	10,047,159	857,800	68,003	858,009

*b* Sex not reported in all cases.

*Degrees conferred by institutions for the superior instruction of women.*

States.	Number of degrees.	States.	Number of degrees.
Alabama.....	55	New Jersey.....	10
California.....	1	New York.....	25
Georgia.....	99	North Carolina.....	5
Illinois.....	22	Ohio.....	25
Indiana.....	2	Pennsylvania.....	26
Kentucky.....	86	South Carolina.....	33
Louisiana.....	11	Tennessee.....	80
Maine.....	18	Texas.....	12
Maryland.....	4	Vermont.....	3
Massachusetts.....	50	Virginia.....	15
Minnesota.....	9	West Virginia.....	3
Mississippi.....	26	Wisconsin.....	8
Missouri.....	46	Total.....	672
New Hampshire.....	4		

In all the leading nations of Europe, Germany excepted, collegiate or, as it is termed, higher education for women is a subject of special attention and effort. In a few European countries the movement has reference to some specific end to be accomplished and signifies nothing outside of that limit. In others it arises from a deep conviction that the best interests of society suffer from the difference which exists between the education of men and women. All that the advocates of higher education for women claim upon the ground of her capacity for development has been conceded in the United States, as appears from the establishment and endowment of colleges for women in which the same course of studies is pursued as in colleges for men, the experiment of the Harvard annex, and the practice of coeducation on the part of some of the leading institutions of the country.

In Europe as in the United States the chief point (i. e., woman's capacity) has been conceded. Two important questions growing out of this concession are at present widely discussed, namely: Should higher education for woman conform in all respects to that which is deemed best for man? Is coeducation practicable or desirable?

In the discussion of these questions the experience of the United States is constantly referred to as being of longer duration and more complete than that of any other nation. The attention thus directed to our country gives a reason for full and accurate reports from all institutions engaged in the work. A stronger reason is found in the importance of the record in forming a just estimate of our social progress. Universal elementary education is essential in a republic; liberal education is an evidence and an index of those ideal conditions which are the ultimate end of good government and of public virtue and intelligence.

The schools reported in Table VIII are, it will be observed, exclusively for women; they numbered 226 in 1881, with 2,211 instructors and 26,041 pupils. To these should be added five colleges for women in the State of New York,<sup>1</sup> which, on account of their relations to the University of the State, are reported in Table IX, making a total of 231 superior schools for women tabulated in my report, enrolling about 27,000 students.

A glance at Table VIII, appendix, will serve to indicate the varied character of the institutions here presented. With few exceptions they are conducted under the auspices of religious denominations and are an evidence of that zeal for education which has

<sup>1</sup> Wells College, Aurora; Elmira Female College, Elmira; Ingham University, Le Roy; Rutgers Female College, New York; and Vassar College, Poughkeepsie.

been characteristic of the church no less in Protestant than in Catholic countries. The relation of the schools to the religious denominations has placed them among the great moral influences of the country, and probably in the past they have contributed more to the maintenance of morals and the development of character than to intellectual activity or the mastery of the severer branches of knowledge.

A few of the schools report themselves as wholly engaged in preparatory work and a large number as chiefly so engaged. The number of students in the preparatory departments is 7,016, about 26 per cent. of the whole number. All of the schools include a collegiate department in their prospectus, in which the course of study is determined by that which custom approves for the degree of B. A. It is variously modified in the different schools, but probably not more so than in the colleges for young men reported in Table IX. Out of a total of 26,041 scholars in Table VIII, it will be observed that 10,945 are reported in the regular college course. Tuition fees, as will be seen by reference to the corresponding table, appendix, range from \$10 to \$200 per annum, averaging a little less than those reported in Table IX. The schools generally have a boarding department, and it is the price of living and the charge for extras, viz, music, drawing, language, &c., that make up the heavy expense of which complaint is frequently made.

A large proportion of the institutions possess grounds and buildings, the total valuation under this head being \$10,047,159. Few have any income from productive funds, in which respect and in the very general absence of appliances, such as libraries, laboratories, museums, &c., they do their work under much greater disadvantage than the institutions in Table IX. It will be seen that the total of productive funds reported in Table VIII is less than the funds of several single institutions in Table IX. The receipts from tuition fees for the year were \$858,119 as against \$2,080,450 received in the institutions reported in Table IX.

The record here presented affords some important general conclusions with reference to the education of women. It indicates a preference for separate collegiate education on the part of a large and influential class of our people. It indicates also a different conception of education as applied to women from that which obtains in the case of men. This difference, however, does not seem to conform to any recognized difference in capacity or probable vocation; it is rather the lingering evidence of a disposition to treat woman's education as a matter of little moment. It is an incongruity, not an adjustment.

A few of the schools under consideration, as Vassar, Smith, and Wellesley, owe their establishment to that movement for the superior education of women which has characterized the last twenty years. They have endowments, require examination for admission, and maintain high standards of scholarship. If, in the nature of things, liberal education for women should differ in kind or in processes from that which is judged best for men, it might be supposed that the fact would be made evident in these institutions, untrammelled as they are by traditions, pledges, prejudices, or acquired tendencies. It is a little difficult to get at all the facts that bear upon the general conclusion, but it may be assumed that when these are collated and compared with the like data from coeducation colleges we shall have great enlightenment with reference to the important and interesting question of liberal education for woman.

Coeducation is the policy pursued in a number of the institutions represented in Table IX and in the majority of those founded upon the land grant of 1862, represented in Table X. The number of women reported in the former is as follows: preparatory department, 7,009; collegiate department, classical course, 1,827, and scientific course, 1,295. The latter make no distinction of sex in reporting the collegiate departments; in the preparatory department they report 290. Information received in this Office from 16 of the institutions gives them a total of 1,278 women students.

The experience of these institutions shows that coeducation is entirely practicable under their management, and it is recommended by their officers upon considerations of economy, its agreement with the conditions of family life, and its practical results.

In the United States, as in Great Britain and France, the movement for the higher education of woman has been greatly stimulated by the demand for her services as teacher. This influence has been particularly felt in the direction of science. The number of women enrolled in science classes increases slightly from year to year as does the provision for their instruction in this department. At the request of the Women's Education Association of Boston and with their generous coöperation, special laboratories have been provided for the instruction of women in the Massachusetts Institute of Technology. As set forth in the report, "the design is to afford them facilities for the study of chemical analysis, industrial chemistry, mineralogy, and biology. The instruction is arranged for such students as may be able to devote their whole time to the work, as well as for those who, by reason of other engagements, can spend only a few hours a week in these exercises."

No progress has been made since my last report with reference to the admission of women to Harvard or to Columbia College. The effort to affect the policy of these institutions is not prompted, as sometimes represented, by the desire to secure for women the best possible collegiate training. This is already accomplished by the admission of women to a number of colleges whose equality with those mentioned, in respect to training for the B. A. degree, is not a matter of question. The constant pressure brought to bear upon our oldest and richest institutions with reference to the education of women is due to two causes: First, the conviction entertained by many of the most thoughtful men and women that separate education has no reason in the nature of things and is opposed to the best interests of society; second, to the fact that the institutions specified, by reason of their large endowments and accumulated resources, promise more rapid development upon the university side than is possible to other institutions, and their exclusiveness debars women from the provision for the extended and specialized training which is only possible under university conditions.

It will be remembered that for several successive years, in his annual reports, Dr. F. A. P. Barnard, president of Columbia College, has urged the admission of women to that institution. In his current report he says:

The time seems, therefore, to have fully come when Columbia College should feel herself urged by every motive of expediency or duty to do her part in carrying forward this noble and beneficent work.

He concludes his argument as follows:

In conclusion on this subject, the undersigned can only repeat the conviction expressed in his former report, that the question here considered is in this institution only a question of time; and that, whatever may happen this year or the next, Columbia College will yet open her doors widely enough to receive all earnest and honest seekers after knowledge, without any distinction of class or sex.

Numberless enterprises for the progress or amelioration of society are due to the habit of action and the community of feeling resulting from the associated effort which is a condition of collegiate education. In the case of women this result is not wanting and promises the most valuable return for the investment made in the provision for their higher education. One of its most interesting illustrations is the action of the association of college alumnae with reference to physical education, as set forth in the prospectus of the Association of Collegiate Alumnae.

TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions, with instructors and students, as reported to this Bureau each year from 1872 to 1881, inclusive:

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions	293	323	343	355	356	351	358	364	364	362
Number of instructors.	3,040	3,106	3,783	3,999	3,920	3,998	3,885	4,241	4,160	4,361
Number of students....	45,617	52,053	56,692	58,894	56,481	57,334	57,987	60,011	59,594	62,435



TABLE IX.—*Summary of statistics of universities and colleges.*

States and Territories.	Number of universities and colleges reporting.	Number reporting date of charter.	Number not reporting date of charter.	Number reporting only preparatory students.	Number reporting collegiate students.	Number not reporting classification of students.	Number not reporting students.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number with four years' course.	Number with three years' course.	Number with courses over four years.	Number having only elective courses.
Alabama .....	3	3	0	0	2	1	0	0	0	2	0	1	0
Arkansas .....	4	4	0	0	4	0	0	0	0	3	0	1	0
California .....	11	10	1	2	7	2	0	0	2	7	0	2	0
Colorado .....	3	3	0	0	2	0	1	0	1	2	0	0	0
Connecticut .....	3	3	0	0	3	0	0	0	0	3	0	0	0
Delaware .....	1	1	0	0	1	0	0	0	0	1	0	0	0
Georgia .....	6	5	1	0	4	2	0	0	1	5	0	0	0
Illinois .....	28	28	0	1	26	1	0	2	1	25	0	2	0
Indiana .....	15	14	1	1	13	1	0	0	1	12	0	2	0
Iowa .....	18	16	2	0	16	2	0	4	1	16	0	1	0
Kansas .....	8	8	0	0	8	0	0	1	0	7	0	1	0
Kentucky .....	14	14	0	0	10	3	1	3	3	5	1	4	1
Louisiana .....	9	9	0	2	6	1	0	2	2	5	0	2	0
Maine .....	3	3	0	0	3	0	0	0	0	3	0	0	0
Maryland .....	11	10	1	0	10	1	0	1	1	8	0	1	1
Massachusetts .....	7	7	0	0	7	0	0	2	0	7	0	0	0
Michigan .....	9	9	0	0	9	0	0	0	1	7	0	1	0
Minnesota .....	5	4	1	0	4	0	1	1	1	4	0	0	0
Mississippi .....	3	3	0	0	3	0	0	0	0	2	0	0	1
Missouri .....	16	15	1	1	10	5	0	1	1	13	1	1	0
Nebraska .....	5	5	0	1	2	0	2	2	2	2	0	1	0
Nevada .....	1	0	1	1	0	0	0	1	1	0	0	0	0
New Hampshire .....	1	1	0	0	1	0	0	0	0	1	0	0	0
New Jersey .....	4	3	1	0	2	2	0	1	0	3	1	0	0
New York .....	27	25	2	0	26	1	0	1	1	22	0	4	0
North Carolina .....	9	8	1	0	8	1	0	1	0	7	0	1	1
Ohio .....	36	36	0	2	33	0	1	2	1	34	0	1	0
Oregon .....	8	8	0	1	7	0	0	0	0	6	0	2	0
Pennsylvania .....	27	26	1	1	26	0	0	3	0	22	0	5	0
Rhode Island .....	1	1	0	0	1	0	0	0	0	1	0	0	0
South Carolina .....	8	8	0	1	5	1	1	1	1	6	0	1	0
Tennessee .....	19	18	1	0	18	1	0	1	0	15	0	2	2
Texas .....	9	9	0	1	6	2	0	1	0	8	0	1	0
Vermont .....	2	2	0	0	2	0	0	0	0	2	0	0	0
Virginia .....	8	8	0	0	6	1	1	0	0	3	1	0	4
West Virginia .....	4	4	0	0	4	0	0	0	0	4	0	0	0
Wisconsin .....	8	8	0	0	8	0	0	0	0	8	0	0	0
District of Columbia	5	5	0	1	3	1	0	0	0	4	0	1	0
Utah .....	1	1	0	1	0	0	0	0	1	0	0	0	0
Washington .....	2	1	1	0	2	0	0	0	0	2	0	0	0
Total .....	362	346	16	17	308	29	8	31	23	287	4	38	10

TABLE IX.—*Summary of statistics of*

States and Territories.	Number of universities and colleges. Number of instructors.		Preparatory department.					Number of students unclassified.	Collegiate department.					
			Students.						Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.	
											Total.	Male.	Female.	Preparing for classical course.
Alabama .....	3	2	20	20	.....	.....	.....	18	314	a143	.....	.....	.....	.....
Arkansas .....	4	10	b564	128	115	22	.....	28	271	87	45	5	1	.....
California .....	11	36	1, 178	1, 044	134	126	222	131	602	a344	29	155	21	.....
Colorado .....	3	2	113	70	43	37	36	23	45	ad37	.....	1	.....	.....
Connecticut .....	3	.....	.....	.....	.....	.....	.....	62	959	a845	8	.....	.....	.....
Delaware .....	1	.....	.....	.....	.....	.....	.....	8	54	8	11	33	.....	.....
Georgia .....	6	2	70	68	2	12	.....	54	554	226	.....	.....	.....	.....
Illinois .....	28	58	b2, 901	1, 894	775	e630	772	76	224	1, 887	a666	a185	331	141
Indiana .....	15	58	1, 793	1, 223	570	385	345	16	128	1, 329	af485	a78	113	69
Iowa .....	18	46	1, 697	1, 074	623	e662	562	72	168	1, 614	a447	a201	214	180
Kansas .....	8	21	889	550	339	75	84	75	431	160	44	138	32	.....
Kentucky .....	14	18	594	476	118	e196	116	97	1, 178	185	16	154	22	.....
Louisiana .....	9	22	1, 022	829	193	107	32	191	68	174	a113	5	4	9
Maine .....	3	3	45	39	6	44	.....	32	422	388	25	7	2	.....
Maryland .....	11	18	325	313	12	169	30	35	160	1, 385	a374	34	44	2
Massachusetts.....	7	7	192	192	.....	100	30	151	1, 865	1, 625	33	15	1	.....
Michigan .....	9	22	1, 361	773	588	239	542	114	1, 166	186	56	142	165	.....
Minnesota .....	5	1	279	188	91	155	124	142	44	408	137	21	81	53
Mississippi .....	3	7	557	460	97	249	131	21	320	96	2	59	3	.....
Missouri .....	16	37	1, 101	864	237	368	211	196	1, 695	a199	a58	52	32	.....
Nebraska .....	5	11	360	318	42	e47	.....	16	216	4	4	6	2	.....
Nevada .....	1	1	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire.....	1	.....	.....	.....	.....	.....	.....	15	247	247	.....	.....	.....	.....
New Jersey .....	4	.....	.....	.....	.....	.....	.....	73	677	465	.....	.....	.....	.....
New York .....	27	113	2, 662	2, 295	367	e919	590	282	426	3, 495	a1, 975	266	396	66
North Carolina.....	9	8	616	533	83	339	102	69	590	306	39	.....	.....	.....
Ohio .....	36	120	b3, 726	2, 667	945	1, 134	1, 035	284	2, 612	a1, 191	a218	270	373	.....
Oregon .....	8	21	785	439	346	234	245	38	458	a168	a125	26	22	.....
Pennsylvania .....	27	70	1, 877	1, 521	356	606	303	31	288	2, 367	a1, 473	84	451	21
Rhode Island .....	1	.....	.....	.....	.....	.....	.....	18	251	a251	.....	.....	.....	.....
South Carolina.....	8	8	358	304	54	47	19	42	304	a145	.....	12	2	.....
Tennessee .....	19	33	1, 122	956	166	297	237	148	1, 876	a396	27	111	20	.....
Texas .....	9	18	1, 075	692	383	243	240	78	58	540	350	116	52	21
Vermont .....	2	.....	.....	.....	.....	.....	.....	18	93	84	7	.....	.....	.....
Virginia .....	8	6	73	73	.....	18	10	69	889	a155	.....	4	.....	.....
West Virginia.....	4	7	134	112	22	40	37	32	201	92	41	35	2	.....
Wisconsin .....	8	15	786	558	228	171	110	64	88	658	a269	a88	135	33
Dist. of Columbia ..	5	9	359	359	.....	302	10	43	222	73	.....	23	.....	.....
Utah .....	1	3	202	128	74	.....	.....	3	.....	.....	.....	.....	.....	.....
Washington .....	2	7	b83	.....	.....	80	.....	30	11	90	47	.....	.....	.....
Total .....	362	820	b28, 959	21, 160	7, 009	e8, 053	6, 175	1, 017	3, 541	32, 459	ab14, 442	a1, 827	3, 108	1, 295

a A small number of scientific students included here.

b Sex not reported in all cases.

c Includes 97 sex not given.

d Includes 36 sex not given.

universities and colleges—Continued.

Collegiate department.		Volumes in libraries.			Property, income, &c.					
Special or optional students.	Number of graduate students.	Number in college libraries.	Increase in the last collegiate year.	Number in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
.....	12	8,200	150	1,500	\$300,000	\$312,000	\$24,600	\$8,000	.....	.....
107	.....	2,286	100	300	114,000	12,000	1,000	8,300	\$5,000	.....
49	4	47,750	960	7,250	1,380,200	1,739,204	105,116	91,014	36,597	.....
7	.....	11,000	540	.....	230,000	17,934	1,282	366	17,000	.....
59	47	148,155	7,006	22,500	472,884	1,888,979	120,776	114,128	.....	\$187,843
1	1	6,000	25	3,500	75,000	83,000	4,980	500	0	.....
4	2	30,100	615	14,600	652,300	588,170	43,493	10,650	8,000	20,300
220	20	130,630	1,905	20,300	2,511,550	1,418,184	95,229	116,844	.....	104,875
177	9	76,591	1,703	15,700	1,298,000	1,038,000	50,029	29,646	20,000	24,755
129	11	51,022	1,437	2,854	789,000	817,382	51,382	42,568	20,000	10,209
56	1	24,178	3,020	2,617	523,000	58,000	5,500	5,400	30,000	.....
79	3	45,076	1,488	14,649	673,000	619,000	38,443	37,060	.....	57,000
.....	.....	57,995	425	7,200	837,000	328,313	15,100	21,060	20,000	.....
.....	.....	59,371	725	1,800	863,500	576,884	39,000	22,000	600	109,180
8	83	49,922	2,641	5,575	892,500	3,027,600	181,734	45,705	30,065	12,412
80	24	292,626	6,053	39,545	1,250,000	5,985,207	276,131	166,851	.....	612,074
54	12	59,690	3,272	7,100	1,344,942	1,102,684	89,290	75,351	64,250	15,000
113	3	21,600	1,717	2,287	421,196	777,327	50,900	8,340	23,000	12,050
52	3	8,400	306	4,700	446,000	544,061	32,643	8,275	.....	.....
35	33	108,315	6,490	8,700	1,127,220	1,025,450	63,005	135,294	27,000	134,200
.....	.....	8,000	500	.....	205,000	34,180	2,359	682	28,000	300
.....	.....	54,000	1,600	.....	125,000	500,000	25,000	16,000	1,000	100,000
11	41	60,600	3,300	21,800	1,150,000	1,386,344	86,615	20,770	.....	116,616
207	65	294,437	13,069	23,375	7,480,540	8,958,612	472,413	462,059	140,696	285,465
65	.....	31,250	720	35,500	549,000	278,000	10,000	37,096	.....	21,120
418	15	286,411	12,347	34,736	93,156,744	2,159,228	1180,661	101,775	20,000	181,000
66	1	9,420	275	1,200	257,000	244,000	20,600	15,950	2,500	45,620
132	28	163,718	12,525	69,848	4,744,850	4,200,204	239,499	250,105	.....	190,398
.....	.....	53,000	575	0	.....	645,979	36,099	30,869	.....	86,468
14	.....	17,450	650	10,600	340,000	462,000	22,869	5,194	5,000	30,000
43	22	51,708	1,854	8,740	1,498,250	1,245,264	80,475	39,720	.....	16,410
.....	1	10,411	653	1,350	335,000	20,750	775	55,150	180	1,500
2	.....	33,000	400	.....	440,000	255,000	16,328	6,082	8,130	36,700
23	5	102,000	254	26,000	1,553,000	370,800	22,200	20,540	.....	5,500
29	2	5,800	310	350	295,000	139,000	8,469	5,592	11,500	.....
132	1	48,765	1,859	1,980	890,300	808,137	101,556	56,702	43,381	21,500
.....	11	47,411	.....	900	900,000	120,000	1,957	1,165	10,000	18,810
.....	.....	2,735	35	.....	30,000	.....	.....	3,147	2,500	.....
6	.....	3,200	1,400	.....	100,000	5,000	500	4,500	1,250	.....
2,378	460	2,522,223	92,904	419,056	940,255,976	43,786,877	12,618,008	2,080,450	575,649	2,457,303

<sup>e</sup> Classification not reported in all cases.<sup>f</sup> Includes 161 sex not given.<sup>g</sup> The productive funds in several instances are included in this number.<sup>h</sup> A small income from tuition fees is included here.

*Summary of college entrance examinations in 1881.*

Name.	Location.	Total number of candidates.	Number admitted.				Number rejected for deficiency in—				
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.
				Latin.	Greek.	Mathematics.	History and geography.				
University of Alabama.....	Tuscaloosa, Ala.....	158	156	2							
Arkansas Industrial University.*	Fayetteville, Ark.....	475	440	15	5	5	10	11	0	15	5
College of St. Augustine.	Benicia, Cal.....	49						3	2	6	
Pierce Christian College.	College City, Cal.....	90									
St. Mary's College.....	San Francisco, Cal.....	45	45								
Santa Clara College.....	Santa Clara, Cal.....	70	70								
Trinity College.....	Hartford, Conn.....	30	8	12	13	16	14		2	1	
Illinois Wesleyan University.	Bloomington, Ill.....	645	23								
Blackburn University....	Carlinville, Ill.....	60	58								
Eureka College.....	Eureka, Ill.....	250									
Northwestern University.	Evanston, Ill.....	55	34	4	3	6	4				4
Knox College*.....	Galesburg, Ill.....	30	18	5	1	0	0	2	2	0	2
Lombard University.....	Galesburg, Ill.....	12	12								
Irvington College.....	Irvington, Ill.....	3	3	0	0	0	0	0	0	0	0
McKendree College.....	Lebanon, Ill.....	175									
Monmouth College*.....	Monmouth, Ill.....	80	50								
Augustana College.....	Rock Island, Ill.....	24	22	1							1
Shurtleff College.....	Upper Alton, Ill.....	17	4		12				1		
Illinois Industrial University.	Urbana, Ill.....	114	75	2	0	17	1	0	0	0	9
Wheaton College.....	Wheaton, Ill.....	18									
The Indiana University..	Bloomington, Ind....	74	41	28		25	4				
Concordia College*.....	Fort Wayne, Ind....	45									
Franklin College.....	Franklin, Ind.....	28	23							5	
Hartsville University*....	Hartsville, Ind.....	16	16								
Union Christian College.	Merom, Ind.....	10	10								
Earlham College*.....	Richmond, Ind.....	13	7	4	4	1	3			0	0
Griswold College.....	Davenport, Iowa.....	9	5			2			2		
Parsons College*.....	Fairfield, Iowa.....	42	30	10	5	12	4				
Upper Iowa University..	Fayette, Iowa.....	15	10								
Simpson Centenary College.	Indianola, Iowa.....	30	19	7	1	2					
German College.....	Mt. Pleasant, Iowa..	15									
Penn College.....	Oskaloosa, Iowa.....	25	24	1	0	0	0	0	0	0	0
Central University of Iowa.*	Pella, Iowa.....	36	28					8	8		
Tabor College*.....	Tabor, Iowa.....	35	35	0	0	0	0	0	0	0	0
Lane University.....	Lecompton, Kans.....	5									
Bates College.....	Lewiston, Me.....	42	37	0	0	4	0	0	0	1	0
Boston College.....	Boston, Mass.....	62									
Tufts College.....	College Hill, Mass....	24	4	7	9	4	4	0	0	0	0

\* From Report of the Commissioner of Education for 1880.

a Number admitted conditioned in history and geography or in English.

b Whole number admitted.



*Summary of college entrance examinations in 1881—Continued.*

Name.	Location.	Total number of candidates.	Number admitted.				Number rejected for deficiency in—				
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.
				Latin.	Greek.	Mathematics.	History and geography.				
Williams College .....	Williamston, Mass...	102	76	16	20	7	11	.....	1	.....	5
Hope College*.....	Holland, Mich.....	18	17	.....	1	.....	.....	.....	.....	.....	.....
Kalamazoo College.....	Kalamazoo, Mich.....	13	9	2	1	1	.....	.....	.....	.....	.....
Hamline University.....	Hamline, Minn.....	5	3	1	2	.....	.....	.....	.....	.....	.....
Carleton College.....	Northfield, Minn.....	33	11	9	2	4	4	0	0	0	5
Pritchett School Institute.	Glasgow, Mo.....	155	.....	11	4	18	16	8	2	11	7
Lincoln College*.....	Greenwood, Mo.....	26	26	.....	.....	.....	.....	.....	.....	.....	.....
Washington University*	St. Louis, Mo.....	29	13	3	4	4	2	1	1	2	2
Drury College*.....	Springfield, Mo.....	20	6	7	4	5	3	.....	.....	.....	.....
Stewartsville College.....	Stewartsville, Mo.....	15	15	0	0	0	0	0	0	0	0
Rutgers College.....	New Brunswick, N. J.	32	17	1	6	11	1	.....	.....	.....	.....
College of New Jersey*..	Princeton, N. J.....	161	65	28	29	41	19	2	2	2	3
St. Stephen's College.....	Annandale, N. Y.....	7	5	2	2	0	0	2	2	0	0
St. John's College.....	Brooklyn, N. Y.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....
Canisius College.....	Buffalo, N. Y.....	178	.....	86	56	(92)	.....	.....	.....	.....	.....
St. Lawrence University	Canton, N. Y.....	32	16	1	0	4	6	.....	.....	.....	6
Hobart College.....	Geneva, N. Y.....	14	9	3	3	2	0	0	0	0	0
Madison University*.....	Hamilton, N. Y.....	31	21	2	2	8	2	2	1	2	2
Cornell University.....	Ithaca, N. Y.....	152	65	12	5	45	9	7	5	12	21
Vassar College.....	Poughkeepsie, N. Y..	36	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union College*.....	Schenectady, N. Y.....	67	.....	4	5	18	4	.....	.....	.....	.....
Syracuse University.....	Syracuse, N. Y.....	52	23	14	10	4	11	.....	.....	.....	4
North Carolina College..	Mt. Pleasant, N. C... Wake Forest College*....	8	4	3	4	4	.....	.....	.....	.....	.....
Wake Forest College*....	Wake Forest, N. C....	171	.....	.....	.....	.....	.....	.....	.....	.....	.....
Weaverville College.....	Weaverville, N. C....	107	.....	28	8	8	.....	0	0	0	0
Buechel College.....	Akron, Ohio.....	26	12	6	2	3	4	0	0	0	0
Baldwin University*.....	Berea, Ohio.....	40	20	6	3	4	3	3	2	3	4
German Wallace College	Berea, Ohio.....	60	60	0	0	0	0	0	0	0	0
St. Joseph's College.....	Cincinnati, Ohio.....	98	32	8	3	25	12	4	2	8	10
Kenyon College.....	Gambier, Ohio.....	31	11	8	7	12	.....	4	3	4	5
Denison University*.....	Granville, Ohio.....	27	19	3	5	3	.....	.....	.....	.....	3
Marietta College.....	Marietta, Ohio.....	28	14	5	3	3	0	7	6	5	6
Oberlin College.....	Oberlin, Ohio.....	77	8	21	22	15	29	10	10	.....	8
Rio Grande College*.....	Rio Grande, Ohio....	7	6	.....	.....	1	.....	.....	.....	.....	.....
Seio College*.....	Seio, Ohio.....	120	50	.....	.....	.....	.....	.....	.....	.....	.....
Heidelberg College*.....	Tiffin, Ohio.....	30	19	.....	.....	.....	.....	0	0	0	0
Urbana University.....	Urbana, Ohio.....	7	3	2	3	1	.....	.....	.....	.....	.....
Wooster University.....	Wooster, Ohio.....	43	28	11	12	4	10	3	3	.....	.....
Christian College*.....	Monmouth, Oreg.....	80	80	.....	.....	.....	.....	.....	.....	.....	.....
Philomath College.....	Philomath, Oreg.....	40	14	12	2	6	6	0	0	0	0
Willamette University*..	Salem, Oreg.....	8	8	.....	.....	.....	.....	.....	.....	.....	.....

\* From Report of the Commissioner of Education for 1880.

a This number admitted on certificate of other colleges or from preparatory schools.

b Four of this number did not complete their examinations.

c Number admitted conditioned in English.

## CLVIII REPORT OF THE COMMISSIONER OF EDUCATION.

*Summary of college entrance examinations in 1881—Continued.*

Name.	Location.	Total number of candidates.	Number admitted.				Number rejected for deficiency in —					
			Without conditions.	Conditioned in —				Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects.
				Latin.	Greek.	Mathematics.	History and geography.					
Pennsylvania College....	Gettysburg, Pa.....	42	27	4	10	9	6					3
Haverford College*.....	Haverford College, Pa.	27	16	4	2	3	2	2	1	2	1	2
Monongahela College*....	Jefferson, Pa.....	38	38									
St. Francis College.....	Loretto, Pa.....	65	65	0	0	0	0	0	0	0	0	0
Allegheny College.....	Meadville, Pa.....	42						0	0	0	0	0
Westminister College.....	New Wilmington, Pa.	24	20					2	2			2
Pittsburgh Catholic College.	Pittsburgh, Pa.....	75	52	20	3							
Western University of Pennsylvania.*	Pittsburgh, Pa.....	43	21	3	2	3	3	0	0	1	1	9
Swarthmore College*.....	Swarthmore, Pa.....	73	29	10		9	8	5		21	17	26
Brown University.....	Providence, R. I.....	77	27	31	13	31		1	1	3		2
Erskine College.....	Due West, S. C.....	16	8	0	8	7	3		3	4	0	4
Newberry College.....	Newberry, S. C.....	25	12			5	3	5	5	5		5
East Tennessee Wesleyan University.	Athens, Tenn.....	22	15	4	2	1						
Southwestern Baptist University.	Jackson, Tenn.....	62										
Maryville College.....	Maryville, Tenn.....	6	6									
Mosheim Institute.....	Mosheim, Tenn.....		35									
Central Tennessee College.	Nashville, Tenn.....	3	0	3	3	0	0	0	0	0	0	0
Fisk University*.....	Nashville, Tenn.....	8	6	0	1	1	1	0	0	0	0	0
University of the South..	Sewanee, Tenn.....	186	186									
Southwestern University.	Georgetown, Tex.....	32	19	7	8	11	4					
Baylor University.....	Independence, Tex.....	12		0	0	0	0	0	0	0	0	0
Marvin College*.....	Waxahachie, Tex.....	231	147	12	2	20	0	2	1	5	0	0
University of Vermont and State Agricultural College.	Burlington, Vt.....	25	21	3	3	2	0	2	2	1	0	3
Middlebury College.....	Middlebury, Vt.....	17	11	2	2				4			4
Randolph Macon College.*	Ashland, Va.....	127										
Roanoke College*.....	Salem, Va.....	50										
Lawrence University.....	Appleton, Wis.....	36	6	18	2	6	4					
Beloit College.....	Beloit, Wis.....	25	12	5	3	4	4	0	0	0	0	
University of Wisconsin.*	Madison, Wis.....	140										
Racine College.....	Racine, Wis.....	8	5			2						1
Howard University.....	Washington, D. C.....	5	5	0	0	0	0	0	0	0	0	0
National Deaf-Mute College.*	Washington, D. C.....	12	4	4	0	7	0	0	0	0	0	0
Total .....		6,096	2,885	543	340	486	231	96	75	120	45	176

(92)

\* From Report of the Commissioner of Education for 1880.

*Statistical summary of students in classical and scientific preparatory courses.*

States and Territories.	Number preparing for classical course in college.			Number preparing for scientific course in college.				Total reported.
	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In preparatory departments of scientific schools (Table X).	
Alabama.....	87			5			47	139
Arkansas.....	103		22	16				141
California.....	93	7	126	83	11	222	34	576
Colorado.....	5		37			36		78
Connecticut.....	63	245		13	16			342
Delaware.....	23			20				43
Florida.....	18							18
Georgia.....	589	112	12	198	201		877	1,389
Illinois.....	100	160	630	69	113	772	77	1,921
Indiana.....	45		385	59		345	141	975
Iowa.....	199	2	662	190	0	562	15	1,630
Kansas.....	40		75	100		84		299
Kentucky.....	336		196	223		116		876
Louisiana.....	54		107	53		32	40	286
Maine.....	135	147	44	37	9			422
Maryland.....	119	45	169	94	16	30	6	479
Massachusetts.....	160	670	100	29	144	30		1,133
Michigan.....	30	10	239	16	16	542		853
Minnesota.....	85		155	106		124		470
Mississippi.....	226		249	189		131	437	1,232
Missouri.....	67	42	368	89	35	211	274	1,086
Nebraska.....	27		47	25				99
New Hampshire.....	110	459		23	21			618
New Jersey.....	233	56		96	44			429
New York.....	1,137	598	919	236	257	590		3,787
North Carolina.....	371		339	72		102		884
Ohio.....	223	94	1,134	84	51	1,035	93	2,719
Oregon.....	84		234	93		245		656
Pennsylvania.....	265	359	606	44	98	303	52	1,727
Rhode Island.....	16	131			13			160
South Carolina.....	59	20	47	42		19		187
Tennessee.....	349	35	297	216	37	237		1,171
Texas.....	164		243	67		240		714
Vermont.....	177	20		51	12			260
Virginia.....	115	75	13	24	20	10	108	370
West Virginia.....	10		40	2		37		89
Wisconsin.....	74	125	171	24	82	110		586
District of Columbia.....	17		302	8		10		337
New Mexico.....	40			60				100
Utah.....	53			107				160
Washington.....	5		80	13				98
Total.....	6,171	3,412	8,053	2,936	1,196	6,175	2,201	30,144

*Statistical summary of students in institutions for superior instruction (not including students in preparatory departments).*

States and Territories.	Number of students in colleges.	Number of students in schools of science.	Number of students in schools for the superior instruction of women.	Total number of students reported in these institutions.
Alabama .....	314	135	751	1,200
Arkansas .....	271	14	.....	285
California .....	602	169	267	1,038
Colorado .....	45	140	.....	185
Connecticut .....	950	185	80	1,224
Delaware .....	54	.....	37	91
Georgia .....	554	182	1,392	2,128
Illinois .....	1,887	303	1,247	3,437
Indiana .....	1,329	140	197	1,666
Iowa .....	1,614	211	263	2,088
Kansas .....	431	267	65	763
Kentucky .....	1,178	182	1,295	2,655
Louisiana .....	174	29	231	434
Maine .....	422	110	114	646
Maryland .....	1,385	310	274	1,969
Massachusetts .....	1,865	741	1,505	4,111
Michigan .....	1,166	234	103	1,503
Minnesota .....	408	.....	175	583
Mississippi .....	320	102	670	1,092
Missouri .....	1,695	362	1,463	3,520
Nebraska .....	216	.....	.....	216
Nevada .....	.....	.....	56	56
New Hampshire .....	247	94	198	539
New Jersey .....	677	210	330	1,217
New York .....	3,495	3,073	2,077	8,645
North Carolina .....	590	24	431	1,045
Ohio .....	2,612	124	896	3,632
Oregon .....	458	60	140	658
Pennsylvania .....	2,367	2,312	1,212	5,891
Rhode Island .....	251	.....	.....	251
South Carolina .....	304	58	437	799
Tennessee .....	1,876	.....	1,203	3,079
Texas .....	540	127	533	1,200
Vermont .....	93	43	146	282
Virginia .....	889	443	941	2,273
West Virginia .....	201	.....	80	281
Wisconsin .....	658	124	216	998
District of Columbia .....	222	.....	.....	222
Washington .....	90	.....	.....	90
Total .....	32,459	10,508	19,025	61,992

The statistics of colleges and universities show slight losses at a few points and moderate gains at others. Colleges and students are fewer this year than last. The income from productive funds has diminished, but the resources of colleges have increased. They have more property at their disposal and a larger force of teachers. Here and there an institution has enlarged its courses or given to them greater flexibility or closer adapta-



tion to public needs. Some additional institutions have adopted the practice of admitting without examination the graduates of approved high schools. Other institutions have held examinations for admission in distant cities where they have not been held before. Several State universities have received public appropriations sufficient to insure them against immediate necessity and, in some cases, to provide for future needs. Incentives to study have been increased by additional prizes and fellowships. More stringent rules relative to conferring degrees have occasionally been adopted. The conduct of students has received many favorable notices and internal dissensions have not prevailed to any great degree.

## COLLEGE HYGIENE.

Prof. Edward Hitchcock, M. D., of Amherst College, Mass., has issued a report on his twenty years' experience in the department of physical education and hygiene in that institution. Heavy gymnastics are not commended by him to the mass of students. Dumb bells weighing about a pound each are approved, and exercise with them is taken for 20 or 30 minutes each afternoon, toward the evening. This has been found the most practicable time. Reliance is not placed on exercise alone for maintaining health. Attention is paid to cleanliness, care of the digestive organs, relaxation from mental effort, &c. Athletic sports are encouraged, but not unduly stimulated. The average development and health of students during their course have been satisfactory. The increase of height from freshman to senior year has been from 67.33 to 67.94 inches; of weight, from 133 to 142 pounds; of chest girth, from 34.76 to 35.97 inches; and of lung capacity, from 233 to 251 cubic inches. The diseases incident to students are principally colds, pneumonia, and throat difficulties. About 40 per cent. of sickness arises from these causes, 9 per cent. from physical injuries, 5 per cent. from febrile complaints, and nearly as much from weak and sore eyes. The average time lost by students on account of sickness has been 2.65 days yearly. Instruction in anatomy, physiology, and hygiene is given in freshman and sophomore years.

## GROWTH OF YALE COLLEGE.

The president of Yale College has this year issued the first of a proposed series of reports on the progress of that institution and the changes within it. Once in five years a similar report will be presented to the alumni and distributed to the public. This one covers 15 years. During this period the officers of government and instruction in all the departments have increased from 49 to 109; the students, from 632 to 1,037. The academic staff has increased from 12 professors and 8 tutors to 22 professors and 9 tutors. The graduate department has increased from a single professor and 4 or 5 students to 6 professors and 29 students. The college library has 102,000 volumes against 46,000 in 1865-'66. The Peabody museum has been provided and is made of great service in the study of natural history and kindred sciences. Eight buildings have been erected and \$70,000 have been expended in permanent improvements. The aggregate addition to the wealth of the college is more than \$2,500,000. Of instruction in the academical department President Porter says:

The three lower classes are taught in smaller divisions and the divisions themselves are graded according to scholarship. In the junior and senior classes arrangements for optional studies in the afternoon have been matured and a liberal variety of such studies is offered, and as much time has been allotted to the optional system as, in our opinion, is practicable or desirable. The optional studies are assigned to the afternoon, four in each week, and are so arranged as to provide for continuous study for from one to several terms in all the principal departments of science and letters.

## ELECTIVE SYSTEMS.

Elective systems of instruction in colleges have been increasing in favor and have been adopted or extended by several institutions within a few years. Sufficient time has elapsed to warrant inquiry as to results. Theories have been tested practically, and the

advantages and disadvantages of allowing students a choice of studies have been weighed against each other in college halls under the eyes of vigilant observers, whose testimony may be accepted as strong evidence of the appropriateness and value of the elective system. One of the most prominent objections was that students would elect studies requiring the least effort. This has not been found a common practice. In Columbia Collège, New York City—

The great body of young men in college are really interested in study. They appreciate the value of their opportunities and are earnestly desirous to improve them to the best advantage. They select their studies, when free to do so, with an intuitive recognition of those which they are most capable of mastering, and from which therefore they are conscious that they will derive the greatest profit.

Dr. A. P. Peabody, some time ago, said of the manner in which the power of choice was exercised at Harvard College :

I think that at first there was in the choice of studies a good deal of caprice, wantonness, and haphazard; but with every year the choice has become more and more a serious matter, a subject of careful forethought and forecast, inasmuch that there are some of our late freshman class who have, with suitable advice, drawn up written schemes, and very judicious ones, of a course of study extending through the remaining three years.

The choice of subjects made by students freely exercising their taste and judgment bears out the opinions presented and shows a sufficient adherence proportionately to the studies usually constituting college curricula. The number of courses of instruction in the principal departments of collegiate study in Michigan University and the number of students in them present at examination were reported last year. In history there were 11 courses, 582 students; in Latin, 13 courses, 527 students; Greek, 13 courses, 413 students; German, 7 courses, 381 students; French, 8 courses, 315 students; English, 10 courses, 409 students; philosophy, 4 courses, 195 students; mathematics, 11 courses, 339 students; chemistry, 13 courses, 162 students; physics, 6 courses, 113 students; zoölogy, 6 courses, 117 students; geology, 9 courses, 73 students. Many other departments were represented by fewer courses and students. Those mentioned show the prominence of English and linguistic studies. At Johns Hopkins University, 1880-'81, the number of students in attendance on courses in mathematics was 31; physics, 35; chemistry, 40; biology, 25; Greek, 31; Latin, 40; German, 55; French, Italian, &c., 33; English, 29; history, 40. "In Harvard College," says Prof. Charles F. Dunbar, "it does not appear that the tendency of the elective system has been to develop abnormally any particular class of studies." Classical literature has received slightly less attention. Modern languages have maintained their ground. History has gained heavily. Mathematics remains singularly constant. Physics, chemistry, and natural history attract a slightly increasing number of students. In Columbia College, the inferences drawn from a tabular statement of elective work during junior and senior years by President F. A. P. Barnard are as follows :

It appears from the foregoing that the ancient languages are chosen by a larger proportion of the class during the junior than during the senior year; that this proportion for Greek is more than two-thirds in the junior and about one-half during the senior year; for Latin it is five-sixths during the junior and a little less than one-half during the senior; also, that mathematics is chosen by more than three-fourths of the juniors and by only about one-fifth of the seniors. The small number in this latter class is accounted for by the fact that the mathematics of the senior year is the differential and integral calculus, which is only selected by those who have a special aptitude for this class of studies. Physics is a favorite study in both years and was chosen in the year under consideration by nearly the entire number in each class. Of the modern languages, French and German are selected by about a third of the juniors and by about one in eight or ten of the seniors; Italian comes next, and Spanish is the choice of the smallest number. Botany, which was not offered at the beginning of the year, was chosen only by nine juniors.

Of the studies which are elective in the senior year only, geology was, during the year ending June, 1881, elected by every member of the class and astronomy by all but one; about three-fifths selected chemistry, two-fifths philosophy, and one-fifth political economy. Logic, history, and English literature do not appear in the above lists, as these studies are obligatory on all students.

The effect of the elective system on scholarship has been excellent. The studies selected are in harmony with the tastes and proclivities of the students and are pursued with interest and satisfaction. A transition from prescribed to elected studies is accompanied by an improvement in marks. But as some students are not conscious of their unfitness for certain studies and their fitness for others it is suggested that instructors, who have become familiar with the mental qualities and inclinations of pupils, both in preparatory schools and during the period of fixed studies, should be consulted in the preparation of a scheme of elective studies.

The general results of the elective system at Harvard College are summed up by President Eliot in a review of the annual report of the dean of the faculty, as follows :

It is to be inferred from his account of the actual experience of the college during a period of ten years that the system does not tend to bring about the extinction of the traditional studies called liberal; because these studies, though pursued by a smaller proportion of students than formerly, are pursued by those who choose them with greater vigor and to better purpose than they were ever pursued as parts of a prescribed curriculum. The tables of the dean's report also indicate that the scientific turn of mind is comparatively rare among the young men who enter the college, a large majority of the students preferring languages, metaphysics, history, and political science to mathematics, physics, zoölogy, and botany. Whether this preference is the result of genuine natural predisposition or an effect of the training supplied by the secondary schools it would be hard to determine. Finally, whoever reads the history of the development of the elective system as it is recorded in the successive annual reports of the dean of the college faculty since 1870 will arrive at the well grounded conviction that every extension of the system has been a gain to the individual student, to the college, and to every interest of education and learning, and will also see reason to believe that the time is not far distant when the few subjects still prescribed for all students will in their turn become elective.

#### VARIATIONS IN COLLEGE ATTENDANCE.

The statistics of the colleges and universities of the country show the number of students in their collegiate departments to be 32,459. The ratio between the number of students and the entire population, whether in the whole country or in the individual States or in groups of States, has much significance and interest. Schools of science form a distinct class of schools, and therefore may be omitted in the consideration of this question, though they have courses of study as advanced as those commonly pursued in colleges and often nearly identical with the scientific courses of classical institutions. The influence of students and graduates of scientific and classical schools is not greatly different, socially or politically. The mental discipline and the acquisitions of the two classes fit them for responsibilities equally burdensome and important. If the frequency with which young people are availing themselves of opportunities for gaining higher education would be ascertained definitely, schools of science and institutions for the higher instruction of women should be taken into account. But many indications may be obtained from approximate figures relating to the relative attendance of youth in distinctly collegiate institutions in different sections of the country.

There is in the United States 1 college student to 1,545 inhabitants. The number of inhabitants of a State for each student attending college within it varies greatly. Connecticut has 655 inhabitants for each student in its colleges; Tennessee and Maryland, about 800; Massachusetts, a little less than a thousand; California, a little more. At the other end of the list are Vermont and several of the States in the Southwest, which have more than three thousand inhabitants to a student in their own colleges. These figures do not represent the number of students from any particular State pursuing collegiate studies. They are approximately correct for the larger States South and West; they are entirely misleading when applied to New England. Comparatively few persons are found in southern colleges who reside out of the State, except in the cases of noted universities and of colleges located near the State boundary. The same is, to a smaller extent, true in the West.

In New England there are 1,034 inhabitants for each student in the colleges of its six States and 1,526 inhabitants for each resident of New England in its colleges. Maine has 1 student in college in New England for each 1,310 inhabitants; New Hampshire,



1 for 1,983; Vermont, 1 for 1,477; Massachusetts, 1 for 1,393; Rhode Island, 1 for 2,049; and Connecticut, 1 for 1,946. Thus Vermont, which has only 1 student in its colleges for every 3,000 inhabitants, has more students according to its population than Connecticut, though the latter State has one student in its colleges for every 655 inhabitants. Reasons for this are apparent. One of them may be discussed here, since it largely determines whether there will be more students *from* a State or *in* a State. It is the presence of well known and richly endowed colleges. The colleges of Vermont are small and limited in means. Just beyond the boundary of the State are Dartmouth and Williams. The former has 47 Vermont students; the latter, 14. Amherst College is but little more distant and has 12. Harvard and Yale are near enough to attract several. More than one-half of Vermont's students are in colleges outside of the State. The condition of affairs is quite different in Connecticut. Her students are largely in her own institutions. Other States send thither their sons: Maine, 30; New Hampshire, 13; Vermont, 10; Massachusetts, 65; New York, 200; New Jersey, 30; Pennsylvania, 90; and the States of the West are well represented.

It does not appear that the proportion of college students is so much smaller in the older Southern States east of the Mississippi than in New England as many would suppose. One student for 1,700 inhabitants is not far from a just average. A much smaller proportion is reported as in their colleges. But the same inequality exists here as in the States above mentioned. For instance, South Carolina has reported only one student to 3,270 inhabitants. Had every one of its colleges reported, it would have shown a larger proportion of students. A further increase must be made, not only because the State does not educate all its students, but also because almost no students from outside attend its colleges. There are as many students from South Carolina in Yale and Harvard as there are collegiate students in South Carolina from other States, so far as can be ascertained by the catalogues of the colleges of that State for the present year possessed by the Office, and nearly all are in its files. The case of Tennessee is different. It has a large student population from other States. Vanderbilt University alone has nearly 400 such students. In 1880 it registered 31 from Texas, 38 from Kentucky, 35 from Alabama, 14 from Georgia, 7 from Louisiana, 4 from South Carolina, 19 from Arkansas, 23 from Mississippi, and a small number from nearly every one of the Southern and Central States.

It would seem that there has been an increase not only in the absolute number, but also in the relative proportion of college students during the last fifty years; but it is essential to bear in mind that the facilities for gathering such statistics available half a century ago were far inferior to those existing at present. Then 44 institutions reported 4,021 students. At least 13 other colleges existed. If their attendance was on the average the same as that of the 44 reporting, the entire number of students may be estimated at 5,200, about one-sixth of the present number. The population then was a little more than one-fourth as large as in 1880. The establishing of colleges north of the Ohio had only commenced. Five of the 36 colleges in Ohio, 1 of the 15 in Indiana, and 1 of the 28 in Illinois had been founded and in them were gathering small knots of students around the few energetic men that were the soul of these ventures. South of the Ohio River and Pennsylvania and east of the Mississippi 25 colleges, with 1,229 students, were reported in the spring of 1831 to the American Quarterly Register, where now there are 92 colleges, with 7,757 students. Then there was 1 student to about 4,000 inhabitants. North Carolina, Georgia, and Tennessee fell below this average. Now North Carolina and Tennessee have more students relatively than the average of Southern States. Virginia and South Carolina have proportionately fewer now than fifty years ago.

In New York, New Jersey, and Pennsylvania there was 1 student for 3,430 inhabitants in 1830; now there is 1 for 1,577 inhabitants. Then New York had comparatively the fewest students in college; now it has the most. Its 4 colleges have multiplied to 27. Union College, then far ahead in point of numbers, has been outstripped by two of the colleges of New York City. In New Jersey students have increased slightly more rap-



idly than the population; and Princeton College has passed by Rutgers. Pennsylvania's student population has increased from 1 in 3,100 to 1 in 1,745. Some of the colleges then flourishing have no longer an individual existence. Others have been founded, so that there are 20 more now than in 1830.

The college population of New England has increased from 1 in 1,281 to 1 in 1,034. That of Vermont is absolutely smaller than fifty years ago; and that of Rhode Island is relatively so. In Maine it has increased from 1 in 2,194 to 1 in 1,500; in New Hampshire, from 1 in 1,760 to 1 in 1,400; in Massachusetts, from 1 in 1,108 to 1 in 940; and in Connecticut, from 1 in 727 to 1 in 655. In none of the States is there so large a part of the entire number of persons in college from the State attending within the State as in 1830. This is emphatically true of New Hampshire and Vermont. Fifty years ago most of the young men of Maine, Rhode Island, and Connecticut were educated in their own States, as they are at present.

President Porter, of Yale College, says: "The liberal education which the colleges have uniformly proposed to give is none other than what Milton calls the 'complete and generous education' that 'fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public, of peace and war.'" This being done, the increased college attendance is a pleasing feature of educational progress. That the tendency of students to pass beyond State limits in seeking higher education is praiseworthy is the opinion of President Eliot, of Harvard. In a recent report he said:

The segregation, within State limits or any other narrow bounds, of the young men receiving university instruction would be a grave calamity for the United States; for the association and education in common of young men taken from all parts of the country is one of the strongest of national bonds. It is much to be wished that universities may grow up in the Western and Southern States, as well as in the Eastern, strong enough to attract students from all parts of the country, and that the German practice of migrating from one university to another may take root here.

#### SCHOOLS OF POLITICAL SCIENCE.

Political science should be taught in colleges because it directs the attention of the student to important truths and instructs him in principles of government viewed from the standpoint not of the politician, but of the scholar. Most colleges recognize its claims and give one or two terms of senior year to constitutional and international law and political economy. The introduction of elective and graduate courses has given students larger opportunities to pursue the study advantageously. A few leading universities have established courses in which the distinctive studies are history, social science, political economy, and law. Columbia College, New York City, and the University of Michigan, Ann Arbor, have recently added schools of political science to those already in operation. The objects of these new departments are best stated by quotations from the publications of the two institutions. The Columbia College Handbook of Information says:

The purpose of the school is to give a complete general view of all the subjects both of internal and external public polity, from the threefold standpoint of history, law, and philosophy. Its prime aim is therefore the development of all the branches of the political sciences. Its secondary aim is the preparation of young men for all the political branches of the public service.

Acting President Henry S. Frieze, of the University of Michigan, uses the following words in reporting the organization of a school of political science:

It aims to give its students a large and thorough preparation for the duties that will devolve upon them as citizens and members of society. It opens to them a wide range of history, wherein they may learn to estimate aright the conditions either of social good or social evil, the conditions of national prosperity or of national ruin. The courses offered to them in jurisprudence, in constitutional law and history, in legislative and parliamentary forms, and in administrative methods and usages are designed to fit them for those public duties to which every citizen is liable to be called. There are also studies in political economy and international law and studies in sanitary science, all combining with the rest to make up a course of advanced and practical education which can hardly fail to make of those who pursue it to the end intelligent and useful citizens and members of society.

The requirement for admission to the School of Political Science, Columbia College, is the successful completion of the regular course of undergraduate study in that college or in some other maintaining an equivalent curriculum of study to the end of the junior year. One year less of preparatory study is required at Michigan University, and those that have gone forward to graduation in a reputable college are credited with so much of the work of the school as they may have completed during their course.

The studies of the Columbia College School are arranged in a single course three years in length. Those of the first year are chiefly historical. The development of natural sciences, philosophy, national politics, and constitutions is considered with studies in geography and ethnography. Land tenure, taxation, and finance are the branches of political economy under discussion. The studies of the second year are in Roman and constitutional law; those of the third include diplomacy, international and administrative law, and social science. The studies of the Michigan University school are embraced under the four heads of history, political economy, sanitary science, and rights. English history has a prominent place in the historical department. Courses of instruction are also given in the general history of continental Europe, the political history of the American colonies, and the constitutional history of the United States. There are elementary and advanced courses in political economy. The former is theoretical; the latter concerned with practical questions, such as commercial crises, transportation, migration, free trade and protection, and social reforms. Sanitary science includes chemical biology, foods, water and air supply, heating and light, ferments and germs, health laws, &c.

The completion of one year of the course in the school at Columbia College entitles the student to the degree of bachelor of philosophy; of the entire course, to that of doctor of philosophy. The securing of a degree in the Michigan University depends on the satisfactory completion of a prescribed amount of study. An examination for bachelor's or master's degree may be undergone at the close of two years' special work. Those that obtain a master's degree with distinction may present themselves for a doctor's degree at the expiration of another year; others may do so any time after two years. The degrees are in philosophy, in science, or in letters.

The Wharton School of Finance and Economy in the University of Pennsylvania may be mentioned in this connection, although its aim is to prepare for business rather than public life. Its special studies commence with junior year and continue three years, as do the scientific courses of the university. Students who have passed through the freshman and sophomore classes of either the classical or scientific department of the university are admitted without examination; all others are examined in subjects similar to those pursued in one or the other of these departments during the first two years. The prominent studies of the school are French, German, natural sciences, social science, political economy, and general law. The principal work of junior year is on questions of money, taxation, commerce, transportation, and labor. The degree conferred at the end of the course is bachelor of science.

TABLE X.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office each year from 1870 to 1881, inclusive. The numbers under 1873, 1874, 1875, 1876, 1877, 1878, 1879, 1880, and 1881 include the National Military and Naval Academies:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.	17	41	70	70	72	74	75	74	76	81	83	85
Number of instructors.	144	303	724	749	609	758	793	781	809	884	953	1,019
Number of students.....	1,413	3,303	5,395	8,950	7,244	7,157	7,614	8,559	13,153	10,919	11,584	12,709

TABLE X.—PART 1.—*Summary of statistics of schools of science.*

States.	Number of schools.	Preparatory department.			Scientific department.				Number of State scholarships.	Number of other free scholar-ship <sup>s</sup> .
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	Number of gradu-ate students.		
Alabama .....	1	1	47	.....	11	135	.....	.....	.....	.....
Arkansas.....	1	(a)	(a)	(a)	2	6	8	0	721	.....
California .....	1	0	0	0	26	70	31	.....	.....	.....
Colorado .....	1	.....	.....	.....	5	57	.....	.....	0	0
Connecticut.....	1	.....	.....	.....	25	162	5	18	27	3
Delaware .....	1	.....	.....	.....	(a)	(a)	.....	.....	30	.....
Florida.....	b	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia .....	5	16	c711	166	19	176	6	.....	.....	.....
Illinois .....	1	3	73	4	24	291	11	1	0	0
Indiana .....	1	2	90	51	9	90	48	2	184	0
Iowa .....	1	2	10	5	20	205	3	3	0	0
Kansas.....	1	.....	.....	.....	13	259	6	2	.....	.....
Kentucky .....	1	2	.....	.....	13	d182	.....	.....	300	.....
Louisiana .....	1	1	40	.....	9	29	.....	.....	0	0
Maine .....	1	.....	.....	.....	8	108	4	3	0	0
Maryland .....	1	.....	6	.....	7	49	.....	.....	.....	.....
Massachusetts ..	2	.....	.....	.....	45	257	239	21	0	27
Michigan.....	1	0	0	0	12	209	12	6	0	0
Minnesota.....	1	.....	(a)	(a)	(a)	(a)	.....	.....	0	0
Mississippi .....	2	10	437	.....	9	102	.....	.....	.....	.....
Missouri .....	2	2	25	.....	15	72	137	.....	.....	.....
Nebraska.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada.....	1	(a)	(a)	(a)	.....	.....	.....	.....	.....	.....
New Hampshire ..	1	.....	.....	.....	10	43	1	0	12	22
New Jersey .....	1	.....	.....	.....	14	40	10	4	40	0
New York .....	1	0	0	0	52	259	(a)	(a)	128	4
North Carolina.....	1	0	0	0	7	16	8	.....	98	3
Ohio.....	1	7	74	19	13	60	62	2	.....	.....
Oregon.....	1	(a)	(a)	(a)	3	60	.....	.....	60	.....
Pennsylvania.....	1	5	35	10	12	39	.....	5	50	0
Rhode Island.....	1	.....	.....	.....	(a)	(a)	.....	.....	46	.....
South Carolina.....	2	(a)	(a)	(a)	4	58	.....	.....	.....	.....
Tennessee .....	1	(a)	(a)	0	(a)	(a)	.....	.....	275	0
Texas.....	1	0	0	0	18	127	0	0	0	0
Vermont.....	1	0	0	0	9	21	2	0	0	18
Virginia.....	2	1	81	27	33	316	4	0	200	50
West Virginia.....	1	(a)	(a)	0	(a)	(a)	.....	.....	60	.....
Wisconsin.....	1	0	0	0	18	83	35	1	0	10
Total .....	46	52	c1,629	282	465	3,581	632	68	2,231	137
U. S. Military Academy.....	1	0	0	0	52	228	0	0	0	.....
U. S. Naval Academy.....	1	0	0	0	65	261	0	0	0	0
Grand total.....	48	52	1,629	282	582	4,070	632	68	2,231	137

<sup>a</sup> Included in summary of statistics of universities and colleges (Table IX).<sup>b</sup> College not yet established.<sup>c</sup> Sex of 219 not given.<sup>d</sup> Includes some students in the preparatory department.



## CLXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE X.—PART 1.—*Summary of statistics of schools of science—Continued.*

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Alabama .....	2,000		1,000	\$75,000	\$253,500	\$20,280		
Arkansas .....	200	25	20	170,000	130,000	10,400	\$2,000	(a)
California .....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Colorado .....	150			55,000				\$25,000
Connecticut .....	5,000			200,000	272,164	29,212	17,798	
Delaware .....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Florida .....					121,400	10,004		
Georgia .....	3,500	500		164,000	242,202	17,914	1,800	275
Illinois .....	12,942	425	0	545,000	319,000	21,398	10,619	13,842
Indiana .....	2,065	262		250,000	340,000	17,000	2,029	4,500
Iowa .....	6,000	300	0	500,000	600,000	45,000	0	24,000
Kansas .....	3,050	150	300	99,525	329,988	31,225	426	20,729
Kentucky .....				85,000	165,000	9,900	1,500	17,000
Louisiana .....	17,000		0	400,000	318,313	14,500	0	10,000
Maine .....	4,105	131		145,000	131,300	7,500		3,000
Maryland .....			1,500	100,000	112,500	6,975	825	6,000
Massachusetts .....	5,300	200		520,727	542,000	30,672	53,107	
Michigan .....	6,250	328	300	274,380	327,284	20,517	0	12,040
Minnesota .....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Mississippi .....	2,830			300,000	226,575	11,679		87,000
Missouri .....	1,750	72		46,660	55,000	7,680	1,300	7,500
Nebraska .....	(a)			25,000				(a)
Nevada .....				(a)	(a)			(a)
New Hampshire .....	1,200		200	100,000	80,000	4,800		
New Jersey .....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	6,960
New York .....	(a)	(a)	(a)	5253,509	(a)	(a)	(a)	(a)
North Carolina .....	2,000			(a)	130,000	7,500	(a)	
Ohio .....	1,600			500,000	559,628	33,923	3,798	20,573
Oregon .....	(a)	(a)	(a)	10,000	60,000	5,000		
Pennsylvania .....	3,000			532,000	500,000	30,000	0	0
Rhode Island .....	(a)	(a)	(a)		50,000			
South Carolina .....	26,500			25,000	191,800	11,508		
Tennessee .....	(a)	(a)	(a)	(a)	425,000	25,410	(a)	
Texas .....	1,090		0	212,000	174,000	14,280	4,191	0
Vermont .....	(a)			(a)	(a)	8,130	(a)	(a)
Virginia .....	2,200	470	50	521,080	435,000	23,500	100	10,500
West Virginia .....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Wisconsin .....	(a)	(a)	0	200,000	267,000	15,322	18	0
Total .....	109,732	2,863	3,370	6,308,881	7,358,654	491,229	99,511	268,919
U. S. Military Academy .....	28,208	458		c2,500,000	0	0	0	0
U. S. Naval Academy .....	22,629	869	0	1,292,390	0	0	0	0
Grand total .....	160,569	4,190	3,370	10,101,271	7,358,654	491,229	99,511	268,919

a Included in summary of statistics of universities and colleges (Table IX).

b Value of equipment only.

c Value of grounds and buildings.



TABLE X.—PART 2.—*Summary of statistics of schools of science.*

States.	Number of schools.	Preparatory department.			Scientific department.				Number of State scholarships.	Number of other free scholarships.
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	Number of graduate students.		
California .....	1	2	26	8	5	48	20			
Colorado .....	2				8	18	65			
Georgia .....	1									
Indiana .....	21									
Massachusetts .....	5				103	206	18		20	7
Michigan .....	1				3	7				
Missouri .....	1	5	6249		17	37	109	7	0	9
New Hampshire .....	2				16	50	0	0	0	20
New Jersey.....	2				29	153	1	2	0	15
New York .....	5				84	2,579	4	3		44
Ohio .....	3				6					
Pennsylvania.....	8		7		89	2,225	41	2		
Vermont.....	1				10	20				
Virginia.....	3				8	123			50	17
District of Columbia.....	21									
Total.....	37	7	6282	8	378	5,466	258	14	70	112

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
California .....	300	.....	.....	.....	.....	.....	.....	.....
Colorado .....	600	50	.....	\$15,000	.....	.....	\$1,500	\$15,000
Georgia.....	.....	.....	.....	.....	.....	.....	.....	(c)
Indiana .....	900	.....	.....	135,000	\$250,000	\$15,000	.....	.....
Massachusetts.....	6,200	200	.....	188,500	1,599,750	72,755	10,050	.....
Michigan.....	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)
Missouri .....	.....	.....	.....	125,000	.....	.....	.....	.....
New Hampshire .....	2,000	100	.....	\$1,700	200,000	11,000	2,160	0
New Jersey.....	5,000	100	.....	650,000	610,000	43,450	19,780	0
New York .....	24,393	1,447	.....	2,000,000	150,000	\$43,495	44,100	.....
Ohio .....	.....	.....	.....	100,000	1,250,000	9,734	.....	.....
Pennsylvania .....	42,468	1,306	.....	594,000	50,000	6,050	.....	.....
Vermont.....	4,000	.....	.....	20,000	.....	.....	1,000	.....
Virginia.....	550	500	150	400,000	20,000	1,200	7,000	15,000
District of Columbia.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	86,411	3,703	150	4,229,200	4,129,750	202,684	85,590	30,000

a Not yet organized.

b Includes a number of female students.

c Included in summary of statistics of universities and colleges (Table IX).

d Value of apparatus.

e Includes receipts from other sources.

The schools of science have not undergone great changes during the last year. The number of institutions endowed with the national land grant remains the same and their faculties and students have neither diminished nor increased greatly. Gifts have been made to some of them, and thus they have been afforded better conveniences and an opportunity to widen the field of instruction and increase the teaching force. The newly established colleges of agriculture in Mississippi and South Carolina have been well attended and are meeting with eminent success. The list of schools of science not endowed with the national land grant has had a few additions. The Case School of Applied Science has been organized at Cleveland, Ohio. The design of its instruction is to give a thorough technical and professional training in the principles of natural and physical science, with their application to the arts. The course of study will be four years in length. One-half of the time will be spent in a careful study of mathematics, chemistry, physics, modern languages, and the methods of scientific research; the other half, in professional studies in some department of applied science. It is yet to be announced in what departments instruction will be afforded. The Ohio Mechanics' Institute, Cincinnati, has taken a forward step during the year by organizing a department of science and arts. Its duties include publishing a quarterly journal of science, providing annually a course of not less than six public lectures on topics of general interest within the scope of the department, holding monthly meetings for the transaction of business and the discussion of scientific questions, and inquiring into and reporting on new and presumably meritorious inventions. The department is divided into special sections for scientific work, each of which has an organization of its own. Sections of chemistry, mechanics, and engineering have been formed, and those of electricity and architecture are contemplated. The journal of the department contains "such of its proceedings, including reports on inventions, papers, and discussions of scientific interest, as may be deemed valuable to the public." The consideration of new inventions is intrusted to a committee of not less than five persons. Evidence of original invention, novelty, and usefulness is required. If the device or discovery seems worthy, the committee may recommend the award of the medal of the Ohio Mechanics' Institute. The society is enjoying a vigorous life and promises to greatly enlarge its field of usefulness.

A series of elaborate agricultural experiments has been undertaken at private expense at Houghton Farm, Orange County, N. Y. This estate was purchased five years ago by Mr. Lawson Valentine, of New York City. It was soon brought to a satisfactory condition as a residence, and then plans for experimental work were made. Dr. Manly Miles was employed as director, and laid out fields suitable for his purpose, supervised their systematic drainage, and visited the best known experimental stations of Europe. Actual work was commenced in the year 1880. Recently the enterprise has been divided into three distinct departments: the farm, the experiment work, and the residence. The intentions of the proprietor with reference to these departments are stated by him, as follows:

(1) That the farming operations be carried on in accordance with the best known methods and under the best possible organization and management, with a view of educating and enlightening others by furnishing valuable examples and results in practical agriculture.

(2) That there be a scientific department devoted to agricultural investigation and experiment, and that such department be of the highest order, so as to command the respect, interest, and coöperation of the leading scientific minds of this and other countries.

(3) That Houghton Farm be a comfortable, healthful, and attractive home for the family of its proprietor and afford large hospitality for friends and guests.

#### PHYSICS AND CHEMISTRY.

During the year a circular on chemistry and physics, edited by Prof. F. W. Clarke, B. S., has been widely distributed. It contains a comprehensive view of instruction in these subjects, given in various classes of schools, and was introduced by general re-

marks on the increase of science teaching, the methods of instruction, laboratories, original research, &c. The report was well received and promises to aid in promoting the study of these sciences, which contribute so much to the solution of industrial problems and to the right understanding of familiar operations and phenomena.

Examples of the practical uses to which the principles of each department of physics are applied readily suggest themselves.

The author of a handbook of the Kansas State Agricultural College, issued during the time when Hon. J. A. Anderson, now a member of Congress, was president of the institution, says:

In most of the arts and trades, a knowledge of some branch of physics or chemistry ranks next in usefulness to that of practical English and practical mathematics, and should be taught accordingly. Familiarity with the laws of light and skill in the manipulation of shades and colors have special worth to the painter, frescoer, engraver, and photographer. The mason, builder, and machinist should understand heat, as it acts upon air in the draught of flues and ventilation of houses or in the shrinking and warping of wood, or as it acts upon water, upheaving foundations, disintegrating rock, or furnishing the great motor, steam. Water itself, either as a driving power or as a solving and cleansing agent, has an interest to the artisan equal to the use which he makes of it. Electricity has its special value to the operator, metallurgy to the worker in metals, economic geology and botany to the engineer. As numberless as the vats, laboratories, and furnaces of the industrial world are the combinations of physics and chemistry.

Mr. C. B. Stetson, a writer on technical education, speaking of the industrial value of a knowledge of chemistry, says:

All those persons whose business it is to produce new combinations of matter—such as the farmer, miner, dyer, bleacher, founder, maker of machinery, and numerous others—should have a knowledge of chemistry. Without such knowledge, which is an essential element of skilled labor in these departments of industry, neither rude nor dexterous labor can produce satisfactory results.

Such ideas of the importance of chemistry are of recent origin. A hundred years ago the students of medicine first undertook to apply the elements of this science which now is called upon by them with the utmost frequency. Within the present century only have professorships in colleges been generally established. The rapid spread of the study commenced after the period of brilliant chemical discoveries, which extended over a large part of the first half of this century. When, in 1862, Congress gave land for the promotion of the education of the people in the pursuits and professions of life, chemistry had become recognized as a science touching human industry at many points and found a foothold in all the institutions aided by the national grant. Nearly one-fourth of them have courses designed particularly for the perfecting of students in chemical knowledge. Cornell University has a four years' course in chemistry and physics; Rutgers Scientific School, a short course exclusively for chemistry and a long course in chemistry and agriculture; the Massachusetts Institute of Technology, three courses, four years in length. Other scientific colleges give similar prominence to this science, so that it may be said with truth that endowing schools for practical education by the Government has been a powerful stimulus to the study of chemistry. Professor Clarke, in the circular whose publication has elicited these thoughts, speaks of the study of chemistry and physics in the schools of science as follows:

The scientific schools differ from each other almost as widely as do the colleges. One, for example, is exclusively a school of engineering, in which chemistry and physics are purely incidental studies. Others devote especial attention to giving mechanical training, to mining, or to chemical technology. In nearly all of them applied science, so called, is mainly cultivated, with inorganic and analytical chemistry and general physics as prominent objects of study.

The mental discipline incident to the study of chemistry is of the highest kind, and entitles the science to a prominent place among the branches which make up advanced courses of study. This truth has been recognized by many collegiate institutions, both by giving the science increased attention in fixed courses and by placing it on an equality



with classical and mathematical studies in many instances in which the elective system has been adopted. Original work in the laboratory merits the warmest commendation, as it employs the finest qualities of the intellect. Prof. Henry E. Roscoe has made a forcible presentation of the claims of original research at Owens College, Manchester, England, in which occur the following passages:

In this ordinary course of laboratory work the hand is gradually trained to perform the various mechanical operations; the eye is at the same time taught to observe with care and the mind to draw the logical inferences from the phenomena observed. Habits of independent thought and ideas of free inquiry are thus at once inculcated; no authority besides that of the senses is appealed to, and no preconceived notions have to be obeyed; the student creates for himself his own material for observation, and draws his own conclusion therefrom. If he is inaccurate, either in his manipulation, his observations, or in his conclusion, nature soon finds him out.

#### INSTRUCTION IN MECHANICAL ENGINEERING.

The multiplication of courses in mechanical engineering, the improvement of methods of instruction in this department, and the increase of appliances for practical work have been noticeable in schools of science during the present year, as well as in those immediately preceding. The term mechanical engineering is not easily defined. It may be described as the art of designing, constructing, and operating machinery, mill work, steam engines, and other machines. The ample remuneration for such work which manufacturers are willing to give and the popular conviction that our youth may be trained to fill places of usefulness and honorable profit in mills and factories to the advantage of themselves and the nation have originated and nourished the systematic study of all branches bearing upon mechanic arts. In the courses established, modern languages and literature have served to make students acquainted with engineering literature and able to express themselves with correctness and fluency. The sciences have unfolded the laws of natural forces underlying processes and existing in materials. Mathematics has given the rules of calculation; drawing, a skill of eye and hand; and shop practice, familiarity with actual labor accurately performed. How these and other subjects are embodied in the training of the mechanical engineer will appear incidentally in taking a brief view of instruction in this department.

The friends of industrial science and practical education living in Eastern Massachusetts were turning their thoughts as early as 1860 to the establishment of an institute of technology, in which the sciences allied to the occupations of the producing classes should be taught with special reference to their economic value. A school of mechanical engineering was not among those named in the original plan, but the course of study placed at the head of all in the first catalogue of the institute was in this subject. Its studies occupied the last two years of a four years' course, and were embraced under the heads of analytic mechanics, applied mechanics, construction of machines, descriptive geometry, and general studies.

While the Institute of Technology was being organized in Boston, gentlemen of wealth in the central part of the State became convinced of the need of a system of training boys for the duties of an active life "broader and brighter than the popular method of learning a trade and more simple and direct than the so-called liberal education." Through their beneficence the Worcester County Free Institute was founded and enabled to offer an education based on mathematics, living languages, physical sciences, and drawing, and a training for some mechanical pursuit. At the organization of the institute (1868), algebra, geometry, trigonometry, calculus, and mechanics were included in the mathematical studies. French is the modern foreign language most studied. Chemistry was taken more or less throughout the course, while physics and geology received attention. Free hand drawing occupied ten hours a week junior year and two hours a week middle year; mechanical drawing, six hours a week during middle and senior years. A department of design received into it at the middle of junior year students who had exhibited aptness for drawing, and gave them instruction preparatory to



fresco and ornamental painting and the designing of prints. The distinguishing feature of the institute was the method and amount of practice in a machine shop. The shop was a genuine factory, turning off marketable products and employing skilled mechanics for the direction of the students. In it each scholar was obliged to work a fixed number of hours weekly. His advantages over a common apprentice consisted in the rapid advancement from drudgery to skilled labor, the careful distribution of time, constant tuition, and the discipline and culture of drawing and intellectual studies. The original plan has been adhered to substantially to the present time, the amount of drawing and shop practice having been slightly increased. Each student must commence work at 7 in the morning, daily. The training, it is claimed, omits no element necessary to an education in mechanics, and introduces chipping, filing, planing, sawing, milling, &c., in their relations to an actual machine or structure and under the stimulus of the business consequences of inferior workmanship. The course of practical work may be so modified as to give special fitness for either mechanical engineering, civil engineering, drawing, physics, or chemistry, students of mechanical engineering being required to serve an apprenticeship of six months previous to entering the regular three years' course.

In 1868, Edwin A. Stevens, esq., a wealthy citizen of Hoboken, N. J., bequeathed land and a large sum of money for the founding of an "institution of learning." The trustees to whom the disposition of the funds was given determined to establish a school of mechanical engineering and name it the Stevens Institute of Technology in honor of its founder. A single course of instruction was arranged. Mathematics, physics, mechanical drawing, chemistry and metallurgy, French and German, and literature were given places beside mechanical engineering. A faculty of young men was selected to aid in executing the plans of the trustees, and the new field was entered upon with enthusiasm. The institute has grown steadily. In 1875 a mechanical laboratory was established. In it engines, lubricants, building materials, and other structures and substances have been tested. The department of mechanical engineering instructs thoroughly in the various branches of the subject and gives practice to familiarize the student with appliances, processes, and methods necessary to the construction of mechanical design. The workshop course consists of carpenter work and wood turning, millwrighting and steam fitting, machinist work, blacksmithing, moulding and founding, and pattern making. The carpenter work includes the preparation of tools and exercises in planing, sawing, and framing. The instruction in wood turning is upon the care and management of the lathe, the production of definite forms, and the action of woods while being turned. The practice in millwrighting and steam fitting is thorough and complete, as it is in the other departments of actual work. The school has long had a machine and carpenter shop, an iron and brass foundry, and a blacksmith shop. During the past year (1881) a new machine shop has been fitted up and presented to the institute. It is 50 by 80 feet in area and has galleries running along the four sides. An engine near the centre drives two lines of shafting connecting with machine tools. They consist of fourteen lathes of different sizes, two planers, two drill presses, and one milling machine. At the presentation exercises, President Henry Morton spoke of shop practice, as might the heads of other schools or departments of mechanical engineering, in the following words:

We have no idea of allowing our workshop course in any way to displace the valuable instruction of the other departments; but, on the contrary, we intend that it shall render them only more efficient, by making closer their relations to what every student sees to be the object of his course here, namely, the acquirement of the various and extensive knowledge—scientific, mathematical, and practical—which will enable him to grapple successfully with the vast and difficult problems daily presented to the mechanical engineer.

About the year 1869 the Iowa Agricultural College established a course in mechanical engineering. Previously there had been a shop connected with the college; but it was made of service in purely utilitarian work for the college, which was chiefly concerned

with agriculture. While repairs were being made and other work done, the students had opportunities to earn wages and learn the use of tools. On the reorganization of the college, instruction in branches contributing to mechanical knowledge was arranged in a course by itself, which followed closely the agricultural course for a year and a half and then was characterized by special studies in the mechanic arts. The plan has been changed little since. The work in the shop, consisting of a series of exercises such as are involved in the construction of models and simple pieces of apparatus, has become more regular and systematic. It is required for two or three hours a week during freshman, junior, and senior years. Much work is done in the mechanical laboratory during junior year and the study of steam occupies considerable time in senior year.

Although there had been a design to locate a branch of the Illinois Industrial University at Chicago, in which there should be instruction in the mechanic arts, yet a shop was provided at the opening of the university at Champaign in which students learned something of mechanical processes. No regular course of practice was taken and no professor of mechanical engineering appointed until 1870. Training was obtained by constructing parts of machines and by performing work needed by the university. In 1870 Professor Robinson entered upon his duties as professor of mechanical engineering, arranged a course of study and practice, and commenced the equipment of shops. By his advice an engine, a lathe, machine tools, a forge and its accessories, raw material, and other necessities were provided, and the shop was enlarged. In 1871 a building 128 by 88 feet was erected, in which were a boiler and forge room; a machine shop, furnished with steam engine, lathes, and other machinery; pattern and finishing shop, and shops for carpentry, cabinet work, wood working machinery, paint rooms, printing room, draughting rooms, &c. Over seven thousand dollars' worth of new machines and tools was added to the outfit of the several shops, and the attendance upon this course of instruction rapidly increased, and practice became more systematic. In 1878 a course in mechanical engineering was announced, which has been adhered to closely to the present time. It gives the student practice in five shops which are devoted to (1) pattern making, (2) blacksmithing, (3) moulding and founding, (4) bench work for iron, and (5) machine tool work for iron, respectively. In the first the practice consists of planing, turning, chiselling, and the preparation of patterns for casting. The shop has a complete set of tools, benches, and vices. The common operations of blacksmithing are undertaken in the second shop and those of casting in the third. In the fourth shop there is a course of free hand bench work, and afterward the fitting of parts is undertaken. In the fifth shop all the fundamental operations on iron by machinery are practised. The actual work done is carefully outlined beforehand by drawings; and the designing of machines and their elements is required.

Instruction in mechanical engineering in Cornell University received its chief impulse in 1870, when provision was made by Hon. Hiram Sibley for the erection of a building for the department of mechanic arts. A course four years in length and another three years in length had been arranged at the organization of the university or soon after. Upon the completion of the building and the equipment of its rooms the department was in a condition to supply practical as well as theoretical instruction. A professorship was endowed by the generous benefactor who erected the building and the amount of shop practice gradually increased. The University Register of 1876 speaks of the department of mechanic arts as follows:

There are now closely connected with the lecture room, in which the *theoretical* side of the mechanic arts is presented, other rooms for the designing and modelling of machinery and workshops fitted with power and machinery for working in wood and metals, in which the *practical* side will be conducted.

The machine shop is to be conducted wholly as a means of instruction, and each student in the department will be required to devote at least two hours a day to work in the shop, so that he will not only get theory and practice combined, but he will also have opportunities to construct and use tools of the greatest precision. Each candidate

for the degree of bachelor of mechanical engineering will be given an opportunity to design and construct some machine or piece of apparatus or conduct a series of experiments, approved by the department, such as promise to be of public utility.

At present the professional studies are pursued chiefly in the fourth year of the course; but experimental mechanics, machine construction, and mill work are studied in the second or third year; drawing and shop practice continue through the course. The studies of the fourth year are mechanism, machine drawing, and mechanics in the first term; designing machinery, steam engine, and practice in the physical laboratory in the second term; and in the third term building materials and construction, field practice, and the use of instruments, the preparation of working drawings, and special study. The shop practice embraces work requiring the use of all hand tools and of the machines ordinarily employed in machine shops.

In 1871 a distinct course in mechanical engineering was announced by the officers of the O'Fallon Polytechnic Institute of Washington University, St. Louis. It extended over two years and was preceded by two years of general scientific study. Its studies included mathematics, descriptive geometry, drawing (through the course), mechanics, physics, chemistry, mineralogy, geology, astronomy, and English studies. A workshop was commenced soon afterward. At the outset its equipment consisted of a lathe, machine tools, carpenters' tools, and benches. It has been supplied from time to time with other tools, until now the admirable and extensive shops of the Manual Training School are at the service of engineering students. Before the opening of this school students had practice in three shops: the carpenters', the blacksmiths', and the machine shop. The carpenters' shop contained work benches, drawers, and tools for twenty students. The blacksmith shop had two forges and the essential tools for forge work. The machine shop contained 10 lathes of various patterns, a scroll saw, a planer, and a gear cutter. Two afternoons a week were assigned for shop practice, and the work thus done did not diminish the intellectual tasks required.

In 1872 the legislature of Minnesota created a college of mechanic arts in the State University. In the next college year a course in mechanical engineering was constituted by giving increased attention in the last year of the civil engineering course to physics, applied mechanics, and machines. In 1875 a beginning in fitting up a shop for the accommodation of students in mechanical engineering was reported. The nucleus of an equipment then existed in the shape of a lathe and accompanying tools. The study of machinery and other branches of mechanical engineering was commenced with junior year. During the present year (1881) shops have been equipped for practice. They are (1) a wood shop, with benches, lathe, and wood working tools; (2) a vise shop, with benches, vises, files, and other "fitting" tools; and (3) a forge shop, with a steam engine of eight horse power, eight forges, anvils, and the necessary forging tools. The prospect of satisfactory results is most gratifying. It is intended to devote the first term to vise work, the second to forge work, and the third to wood work.

A course in mechanical engineering was started at the commencement of the college year in 1872 at the Maine State College of Agriculture and the Mechanic Arts. It was attempted by it to lay a solid foundation in the knowledge of the principles of machinery, and at the same time to make the instruction of practical value by means of problems in construction and design, particular attention being given to drawing. The college has never had shops for instruction, but a room has been fitted up for vise work. In this way students acquire a degree of manual dexterity.

In 1872 the University of Pennsylvania organized a department of science, having courses in (1) analytical and applied chemistry and mineralogy, (2) geology and mining, (3) civil engineering, and (4) mechanical engineering. The courses were identical for two years and distinct for two years. The special studies of the course in mechanical engineering were applied mechanics, machinery, drawing, and descriptive geometry. Visits to machine shops and factories and the examination of models of bridges, roofs, and mechanical structures formed part of the plan of instruction. Recently the course has



been made five years in length. Special attention is given to drawing, first from designs and models and afterwards from calculations, to casting and working in iron, and to making and using machine tools. The cabinet of models now contains representations of various kinds of steam engines, American and foreign machinery, pulleys, shafting and coupling, various products of iron manufacture, and working drawings of constructed machinery. Opportunity for graduate study is afforded.

The school of mechanical engineering of Lehigh University requires two and a half years of professional study of candidates for the degree of mechanical engineer. The degree is also conferred upon graduates of the school of civil engineering who devote a year to the study of stereotomy, thermodynamics, kinematics, metallurgy, machine drawing and construction. The instruction is largely theoretical. Workshop lectures and visits of inspection have been included. The shop instruction does not necessarily involve manual labor and the manipulation of tools, but rather aims to familiarize students with those points in pattern making, moulding, forging, fitting, and furnishing which designers of machinery need to know.

In 1873 the organic law of the Kansas State Agricultural College was revised and numerous industrial departments were created. A carpenter shop was provided and students were furnished with bench room and tools. They were taught the uses and names of tools, required to put them in order and keep them so, and given regular practice in sawing, planing, tenoning, mitring, and house framing, building, and finishing. Useful articles were also made for the college or the student himself. The carpenter shop is now better equipped than in 1873, having separate benches and tools for twenty students in a class, besides machines and tools for finer work. There is also a shop for iron work. The similarity of the instruction in carpentry given at present with that commenced in 1873 is shown by the following recent statement:

On entering the shops all are enrolled as carpenters and take the same first lessons in sawing, planing, and dressing lumber, making mortises, tenons, and joints, and in general use and care of tools. Later, one who chooses a trade is provided with work in the line chosen, while the farmers' course provides for general training in a great variety of operations, rather for ingenuity than for skill. In the full course of a carpenter special instructions are given in the whole range of work, from framing to stair-building. Students are allowed, after attaining sufficient skill, to work upon their own materials, under the advice of the superintendent. All are required to take at least one term of practice in the shop during the first year at college. In iron work instruction is given in ordinary forging, filing, tempering, &c.

No studies directly pertaining to mechanical engineering are taken in the course of study prescribed for all the students of the college. Drawing, mechanics, and civil engineering are the most nearly related.

The professional studies in mechanical engineering in the Massachusetts Institute of Technology had been given in 1873 three years (instead of two as at first) and only one year of the course was devoted exclusively to general study. The direct engineering instruction was then given in three courses: the mathematical, the practical, and the graphical. They were carried on together with the same class. In the practical course the entire attention was given to the application of theory as involved in practice. In the graphical course it was intended to supplement each exercise in theory or practice by a drawing exercise covering the same ground. The instruction was aided by large collections of models of carpentry, masonry and stone cutting, bridges, machines, and mechanisms. The International Exhibition at Philadelphia in 1876 gave a new phase to instruction in mechanical engineering, allying it firmly to shop practice. The lessons then taught by the exhibit of foreign nations, especially Russia, were utilized immediately by those holding a controlling influence in the Institute of Technology. Shops for wood work, forging, founding, and machine tool work were provided. Courses of practice were laid out to be pursued by not only the pupils in the school of mechanic arts, but also by the students of mechanical engineering. This plan was modified somewhat by the introduction of the shop practice mentioned above, and a course adopted varying from the



one now pursued chiefly in being less restricted to technical branches. The present course shows the studies adjudged by good authorities to be essential to the education of a mechanical engineer. It is as follows:

First year: Algebra, geometry, plane and spherical trigonometry, chemistry, qualitative analysis, laboratory work, rhetoric, English composition, English history and literature, French, drawing, military drill.

Second year: Setting of machines, transmission and production of power, kinematics of machines, machine drawing, analytic and descriptive geometry, differential calculus, physics, descriptive astronomy, physical geography, English history and literature, German, pattern and foundry work (shop work), carpentry.

Third year: Combustion of fuel, steam generators and steam engines, machine drawing, machine design, elements of thermodynamics, steam engineering laboratory, integral calculus, general statics, strength of materials, blacksmithing (shop work), physics, lectures and laboratory work, constitutional history, political economy, German, kinematics and dynamics, chipping and filing (shop work).

Fourth year: Machine design, measurement and regulation of power, machine drawing, thermodynamics of steam and other heat engines, pumping engines, hydraulic motors, machines and regulators, abstracts from memoirs, steam engineering laboratory, strength of materials, hydraulics, metallurgy, theory of elasticity, dynamics, building materials, blacksmithing (shop work), engine lathe work (shop work), thesis work.

A course in physics and mechanical engineering was arranged at the opening of Purdue University, La Fayette, Ind., in 1874. In 1878 President White recommended the adoption of the Russian system, the employment of a competent instructor, and the furnishing of the necessary shops. In October, 1879, the school for practical training in mechanics was opened. The shop was placed in the charge of Prof. W. F. M. Goss, a graduate of the department of mechanics of the Massachusetts Institute of Technology. It was fitted to accommodate five students, giving them practice, not in special trades, but in the use of typical hand and machine tools for working in wood and iron and in the elementary principles which underlie mechanical trades. The course is two years in length and includes ten weeks of bench work in wood, twelve weeks of pattern making, ten weeks of bench work in iron, twenty weeks of forging, and eighteen weeks of machine work.

The machinery is driven by steam power from the engine house. The shop contains five benches for wood working, with sets of carpenter tools, a large power turning lathe, scroll saw, and other tools for a large variety of work. The machines, tools, and fixtures for iron work include (1) benches fitted with Parker vises, sets of files, chisels, hammers, hardened steel squares, gauges, calipers, and other tools needed for all kinds of bench work in iron; (2) forges of improved pattern, with air blast furnished by a Sturtevant blower driven by steam power, and all the common smithing tools, such as anvils, hammers, tongs, chisels, &c.; (3) an engine or machine lathe, a machine planer of the best pattern, a vertical drill press, an emery grinder and grindstone, with a supply of small tools: chucks, drills, taps, and dies, and lathe and planer tools, &c.

The Agricultural and Mechanical College of Texas was organized in 1876 and reorganized in 1880. Two courses of study were then laid out, one in agriculture and the other in mechanics. Each was three years in length and included no foreign languages. The mechanical course required drawing and shop work throughout. The shop work of the first year includes elementary constructions in wood with hand tools and practice with wood working machinery; second year, elementary metal working, machine tool work, practical steam enginery, and mill work; third year, work on original designs and experiments and a graduation construction. There are shops for (1) carpenter work, (2) forge work, (3) vise work, (4) machine wood work, (5) machine metal work, and (6) steam enginery. The equipment of the shops cost about \$5,000. All work is executed from drawings and must come up to the standard of good workmanship. The progress of the student through the shop practice is described by the professor of mechanical engineering as follows:

Beginning with wood working by hand tools, he will be promoted from that to the use and care of wood working machinery, such as circular and fret saws and the turn-

ing lathe. Then he will be made stock clerk and time keeper; after that take a course of instruction in working of metals with hand tools, such as filing, chipping, and other vise work, erecting of machinery; then be put in charge of the boiler, and from that duly promoted to engineer, to take charge of the engine and power; and from that goes to drilling, boring, turning, screw cutting, and other machine tool work, when he is to begin work on his graduating piece, which is to be made entirely by himself and be a whole or part of the subject treated of in his graduating thesis.

In 1877 the University of Wisconsin established a department of mechanical engineering and equipped a machine shop for practical work. The course of study commences with sophomore year, and is devoted to mathematical, scientific, and practical work, to the general exclusion of literary and linguistic branches. Ten hours a week of shop work are required. The instruction is conducted upon a system combining training in elementary and fundamental processes with the construction of machines and the performance of profitable labor. The shop is a well lighted room, 38 by 40 feet in area and 14 feet in height, and contains the most approved tools and machinery. The motive power is furnished by a 30 horse power steam engine.

In 1878 a gentleman was called to the chair of physics and mechanics in the Ohio State University who was especially interested in mechanical engineering. Up to that time physics had received attention to the exclusion of mechanics. Then a course in the latter subject was instituted, in which were included mechanism, machine drawing and designing, thermodynamics, prime movers, machinery, mill work, strength of materials, and laboratory practice. The mechanical laboratory was not in shape for use until 1880 and seems to be equipped simply as a workshop. It is said to "contain all the machinery now necessary to the practical training of young men fitting themselves for the work of the mechanical engineer." It occupies a building admirably arranged for the proper location within it of work benches, vises, and machinery. The practice in the mechanical laboratory is had during sophomore year and consists mostly of exercises in the use of common tools. Fourteen students have taken the course during the past fall term.

In 1881 the University of Michigan availed itself of the provision of Congress allowing engineers in the Navy to be detailed as professors in colleges. It thus secured the services of a gentleman qualified to oversee the establishment of a department of mechanical engineering as well as to instruct in the branches specially contemplated in the statute under which the professor was assigned. The act of Congress provided —

That, for the purpose of promoting a knowledge of steam engineering and iron ship-building among the young men of the United States, the President may, upon the application of an established scientific school or college within the United States, detail an officer from the Engineer Corps of the Navy as professor in such school or college: *Provided*, That the number of officers so detailed shall not at any time exceed twenty-five, and such details shall be governed by rules to be prescribed from time to time by the President: *And provided further*, That such details may be withheld or withdrawn whenever, in the judgment of the President, the interests of the public service shall so require.

The State has appropriated \$2,500 for a mechanical laboratory in connection with the department of engineering, and it has been decided to expend the sum in erecting and equipping a shop for practice in the mechanic arts. The department of engineering is now fully organized by the provision of courses in civil, mining, and mechanical engineering.

#### MANUAL TRAINING SCHOOLS.

A school of mechanic arts was founded at Boston, Mass., in August, 1876, by a vote of the corporation of the Massachusetts Institute of Technology. In a recent article on the manual element in education, Prof. J. D. Runkle, LL. D., says:

This school, in which special prominence is given to *manual* education, has been established for those who wish to enter upon industrial pursuits rather than to become scientific engineers. It is designed to afford such students as have completed the ordinary grammar school course an opportunity to continue the elementary, scientific, and literary

studies, together with mechanical and free hand drawing, while receiving theoretical and practical instruction in these various arts, including the nature and economic value of the materials with which they deal. Nine hours per week—three lessons of three hours each—of the students' time are devoted to shop work, and the balance to drawing and other studies, only one shop course, except in the case of special shop students, being carried on at a time.

The plan of shop work is similar to that of the imperial technical school at Moscow, Russia. The studies, outside of the shops, are, for the first year, algebra to equations of the second degree, plane geometry, mechanical drawing, and English composition; for the second year, algebra, physics, mechanical drawing, and English composition. The mechanic art courses are as follows: In *wood*: (1) carpentry and joinery; (2) wood turning; (3) pattern making. In *iron*: (1) vise work; (2) forging; (3) foundry work; (4) mechanical tool work.

The wood working shop is 50 by 20 feet in area. At one end of the room 16 lathes are arranged on two long benches, so that there are four lathes on each side of each bench. Beneath the lathes are drawers for tools. At the other end of the room carpentry and joinery benches are placed. In the middle are saws for cutting lumber to desired dimensions. The machine tool shop contains 16 engine lathes, 4 speed lathes, and a milling machine. The vise shop contains 4 heavy benches, with 32 vises attached. This gives a capacity for teaching 128 students the course every 10 weeks, or 640 students in a year of 50 weeks. The forge shop has eight forges. The foundry has 16 moulding benches, an oven for core baking, and a blast furnace of one-half ton capacity.

Mr. Thomas Foly, who is in charge of the forging, vise work, and machine tool work, says:

The plan here is to give to the student the fundamental principles in such lessons as will teach them most clearly and give practice enough in the shortest time to acquire a knowledge of the different kinds of tools and various ways of using them. For instance, if a man can make a small article in iron, steel, or any other material perfectly by such methods, he can make it of larger proportions with the additional time and help required for such an undertaking. The same in degrees of heat required for fusing or welding metals: if he can do it well in a lesser degree, he can certainly do so in a greater, with the additional facilities.

After nearly five years' experience in the workshops in my charge, with the valuable suggestions of the professors so much interested in the success of the school, we find the best results in the time allowed accomplished by the method now in use in the institute workshops, viz, three lessons per week of three hours each. The time is just sufficient to create a vigorous interest without tiring; it also leaves a more lasting impression than by taxing the physical powers for a longer period. We have tried four hours a day, and find that a larger amount of work and of better quality can be produced in the three hour lessons.

The Manual Training School of Washington University, St. Louis, which was described in my last annual report and a short account of which may be found in the appendix, has had a year of gratifying prosperity.

#### INDUSTRIAL SCHOOL FOR MINERS AND MECHANICS.

A school of a grade hardly as high as that of manual training schools was opened in May, 1879, at Drifton, Pa., for the instruction of young miners in subjects immediately relating to their work. The instruction is given in the evening, except when mining operations are suspended. Then pupils are expected, but not compelled, to attend from 9 to 12 o'clock A. M. and from 2 to 5 o'clock P. M. The usual length of evening sessions is two hours. Preparatory, junior, and senior classes are organized, and an advanced expert class is planned. The pupils of the preparatory class pursue the common English branches, algebra to evolution, free hand and mechanical drawing, and geometry, with particular reference to its relations to drawing. Object lessons are given frequently, as they are found serviceable in awakening dormant faculties. The junior studies continue in the same line. The elements of book-keeping are taught with a special view to the pupil's improvement in penmanship and arithmetic. Algebra and



geometry are supplemented by trigonometry, mensuration, and analytical geometry. A course in geometrical projection aims to give the pupil facility in drawing any figure in plan elevation or section, both with instruments and by free hand. Natural philosophy and elementary mechanics are attempted. Chemistry is taught, that the pupils may become acquainted with the names, properties, and combining proportions of the most important elements, particularly with those which enter into the composition of the common minerals. Simple chemical tests for minerals are undertaken. The instruction in mineralogy and lithology is confined to the more generally occurring minerals and rocks, and those of most immediate interest. The aim of the junior studies is to lay a thorough foundation in mathematics and drawing for subsequent instruction. The studies of the senior year are chiefly in drawing, mining, and preparation of products. The work in drawing includes the elements of construction in wood, stone, and metal, the making of working drawings, and the design of simple structures and machines. Mining includes (1) the useful minerals and metals, their occurrence and the methods of exploration; (2) the various means employed for the extraction of ores; (3) opening and laying out mines; (4) methods of exploitation; (5) maintenance of mines in good order; (6) transportation; (7) drainage; (8) ventilation; (9) mine surveying and mapping; (10) accidents and their prevention; (11) accounts, contracts, and estimates; and (12) hygiene of mines and remedies in case of injuries. The instruction is entirely free, and the effects of the school are seen in the improved manners and morals of the pupils. They are earnest in study and aspire to become competent foremen. Effort is made to have them perform intelligent labor while pursuing their studies, that their senses may not be blunted and that their surroundings may furnish objects illustrating subjects of study and stimulating thought and inquiry about them.

#### ROYAL AGRICULTURAL HIGH SCHOOL AT BERLIN.

The following is an abstract of two publications<sup>1</sup> received by the Bureau of Education from Berlin containing accounts of the recently established agricultural high school:

##### ESTABLISHMENT OF THE SCHOOL.

While the establishment of an agricultural institution at Berlin was suggested as early as the year 1847, the idea of founding an agricultural museum was not conceived until the year 1860, and decisive steps were not taken until 1867, the year of the Paris International Exposition. This exhibition, at which German agriculture was prominently represented, induced the Prussian government to grant the necessary means for the establishment of a museum. Numerous and valuable donations were received from foreign and German exhibitors at Paris, and a fair beginning was made towards the establishment of a great institution. On the 19th December, 1867, the Prussian Diet authorized the government to purchase a suitable site for the erection of a building. Several years passed before a suitable site was agreed upon, and it was not until 1876 that the building was commenced under the superintendence of the royal architect, Tiede. The magnificent structure was completed in 1881 and cost 2,527,000 marks (\$601,426). Until the completion of the building the museum and the agricultural high school were under separate control, the school being considered an annex to the university. On the 14th February, 1881, the two institutions were united by royal decree, and both are at present known under the name of "agricultural high school" (*landwirthschaftliche Hochschule*).

By ministerial decree of May 27, 1881, the school is placed under the jurisdiction of the minister of agriculture and forestry. The minister appoints a board of curators, who represent him in the management of the school. The staff of professors consists of a rector, elected every year by the professors and approved by the ministers, and a num-

<sup>1</sup> Die königliche landwirthschaftliche Hochschule zu Berlin and Auszug aus dem provisorischen Statut der königlichen landwirthschaftlichen Hochschule in Berlin.



ber of professors appointed by the minister of agriculture. The present number of professors is 31 and the number of assistant professors 6. The rector for the school year 1881-'82 is the privy councillor, Prof. Dr. Landolt.

## COURSE OF INSTRUCTION.

The following is the course of instruction for the school year 1881-'82:

(1) *Agriculture, forestry, horticulture, and agricultural machines.*

Introduction to agricultural studies; history and literature of agriculture; notions of scientific agriculture; agricultural valuation; general notions of agriculture; cultivation of plants; knowledge of the soil; practical exercises in the agronomic laboratory; manures; horticulture; feeding; general notions of breeding; cattle breeding; horse breeding; sheep breeding and knowledge of wool; hog breeding; dairying; practice in the agricultural seminary; agricultural excursions; forest culture; exploration of forests; knowledge of forest soil; protection of forests; administration of forests; agricultural accounts; mechanics and general theory of machine construction; descriptive machine construction; knowledge of agricultural machines; technical drawing.

(2) *Natural sciences.*

*Botany and the physiology of plants.*—Anatomy, morphology, and the history of the development of plants in connection with microscopic demonstrations; microscopic course for more advanced students, with special reference to the diseases of plants; experiments in the botanical institute; systematic botany, with special reference to agricultural, forest, and medicinal plants; agricultural and forest botany, connected with excursions; fruits and seeds, with special reference to adulteration of the same; adulteration of food and feed; microscopic exercises in technical botany; experimental physiology of plants; review of the physiology of plants; diseases of plants; practical exercises in the physiological laboratory; history of the development of the mushroom; history of the development of algae.

*Chemistry and technology.*—Inorganic experimental chemistry; organic experimental chemistry; chemical analysis; chemistry and technology of the manufacture of beet sugar; progress in the manufacture of beet sugar; practice in the laboratory of the association for beet sugar industry in Germany; chemistry as relating to brewing, distilling, &c.; progress in the manufacture of alcohol and yeast; practical exercises in the laboratory and experimental distillery of the association of alcohol manufacture in Germany.

*Mineralogy, geology, and geognosy.*—Mineralogy; geognosy and geology; the knowledge of the soil; demonstration in the mineralogical museum; geognostic excursions.

*Physics and meteorology.*—Experimental physics; meteorology; practice in the use of meteorological and other physical instruments; physical geography.

*Zoölogy and physiology of animals.*—Zoölogy and comparative anatomy of vertebrates; demonstrations in the zoölogical collection; vertebrates which are useful in agriculture and those which are not; zoölogical excursions; review of physiology of animals; practice in the physiological laboratory; agricultural entomology; entomological excursions.

(3) *Administrative and legal science.*

National economy; German imperial and Prussian law, with special reference to agricultural legislation.

(4) *Veterinary surgery.*

Anatomy of domestic animals, with demonstration; statistics of diseases of domestic animals and their cure; diseases, especially internal, of domestic animals; horseshoeing, with demonstrations and practical exercises.

(5) *Erection and improvement of buildings, roads, &c.*

Agricultural roads and hydraulic constructions; excursions for the purpose of examining roads and other agricultural constructions; practical exercises in surveying, irrigation, and drainage.

## STUDENTS.

The students are divided into three classes: regular or matriculated students, non-matriculated students, and visitors (*Hospitanten*). To be admitted as regular student the candidate must prove that he has completed the course of the six lowest classes of a German secondary school. Non-matriculated students and visitors can only be admitted by decision of the conference of professors. Only the regular students are admitted to

the graduation examination. The students may select their own course. The tuition fees amount to 200 marks (about \$50) a year. The fees in the various laboratories range from \$4 to \$10 a year for regular students and from \$10 to \$30 for visitors.

The following are the auxiliaries of the school: (1) The botanical institute, (2) the physiological institute, (3) the collection of vegetable plants, (4) the zoölogical collection, (5) the zoötechnical institute, (6) the laboratory of animal physiology, (7) the mineralogical institute, (8) the agronomic institute, (9) the chemical laboratory, (10) the laboratory for beet sugar industry, (11) the experimental station of the association for alcohol manufacture, (12) the physical cabinet, (13) the collection of machines and implements, (14) the library.

TABLE XI.—SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year from 1871 to 1881, inclusive, with the number of professors and number of students :

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
No. of institutions .....	94	104	110	113	123	124	124	125	133	142	144
No. of instructors.....	369	435	573	579	615	580	564	577	600	633	624
No. of students .....	3,204	3,351	3,838	4,356	5,234	4,268	3,965	4,320	4,738	5,242	4,793

*Statistical summary of schools of theology.*

Denomination.	Number of schools.	Number of professors.	Number of students.
Roman Catholic.....	21	130	1,106
Baptist.....	18	70	844
Protestant Episcopal .....	18	69	300
Presbyterian.....	16	84	650
Lutheran.....	16	50	493
Methodist Episcopal .....	12	52	330
Congregational.....	11	60	353
Christian.....	6	12	126
Reformed .....	4	14	51
United Presbyterian.....	3	8	69
Universalist.....	2	12	34
Unsectarian.....	2	10	74
Free-Will Baptist.....	2	8	54
Methodist Episcopal South.....	2	7	88
German Methodist Episcopal.....	2	7	20
Cumberland Presbyterian.....	2	6	35
Unitarian .....	1	7	12
Reformed (Dutch) .....	1	5	45
United Brethren.....	1	4	22
New Church .....	1	4	6
Methodist Protestant.....	1	3	18
Brethren .....	1	2	3
African Methodist Episcopal.....	1	.....	.....
Total.....	144	624	4,793

TABLE XI.—*Summary of statistics of schools of theology.*

States.	Number of schools.		Corps of instruction.	Endowed professorships.	Students.			Libraries.		Property, income, &c.		
					Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1881.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.
Alabama .....	3	4	.....	58	.....	.....	3	2,000	400	\$17,000	.....	.....
California .....	3	14	2	15	1	2	7	11,340	2,250	104,000	\$80,000	\$2,770
Colorado .....	1	4	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut .....	3	28	11	157	8	141	24	34,290	2,342	515,000	307,756	27,659
Georgia .....	2	2	.....	9	.....	.....	.....	.....	.....	.....	.....	.....
Illinois .....	16	63	18	431	23	121	65	42,000	1,141	481,000	728,523	33,421
Indiana .....	3	10	.....	79	.....	14	26	100	100	.....	.....	.....
Iowa .....	4	9	3	51	.....	1	5	250	50	14,049	38,611	3,275
Kansas .....	1	2	.....	2	0	.....	2	3,550	0	25,000	0	0
Kentucky .....	5	21	1	190	3	16	7	29,100	350	95,000	532,545	35,407
Louisiana .....	4	5	.....	68	.....	.....	1	.....	.....	.....	.....	.....
Maine .....	2	9	5	45	.....	14	14	18,700	300	100,000	193,000	15,080
Maryland .....	5	31	.....	334	.....	15	4	74,144	2,045	95,000	.....	.....
Massachusetts.	7	50	18	258	16	160	92	80,252	102	656,835	1,537,736	92,004
Michigan .....	2	7	2	49	3	7	3	2,000	200	.....	55,000	3,700
Minnesota .....	3	28	.....	69	.....	.....	3	1,000	.....	25,000	.....	.....
Mississippi .....	2	5	.....	23	1	.....	1	1,800	200	25,000	.....	.....
Missouri .....	3	12	.....	153	3	.....	2	10,200	.....	60,000	40,000	.....
Nebraska .....	2	2	1	3	.....	.....	.....	.....	.....	.....	5,000	500
New Jersey .....	5	40	14	306	7	220	76	92,296	1,462	949,000	1,490,903	77,820
New York .....	14	69	33	674	7	179	107	124,324	4,762	1,280,000	2,392,912	145,491
North Carolina	4	10	.....	68	.....	8	2	2,800	75	13,000	.....	.....
Ohio .....	13	40	10	274	28	90	66	38,930	145	713,867	345,776	40,126
Pennsylvania.	14	67	23	475	6	177	89	94,700	330	573,870	1,345,628	79,753
South Carolina	3	4	.....	69	.....	.....	.....	21,595	100	55,000	.....	.....
Tennessee .....	7	35	5	259	7	8	21	2,864	.....	50,000	2,500	1,500
Texas .....	2	3	0	26	.....	0	.....	500	300	.....	.....	.....
Virginia .....	4	16	10	171	1	21	39	25,000	300	80,000	223,000	14,000
Wisconsin .....	5	29	1	284	.....	15	58	14,167	192	203,250	74,000	200
District of Columbia.	2	5	1	78	.....	.....	6	1,900	.....	40,000	25,000	.....
Total .....	144	624	158	4,679	114	1,209	722	729,802	17,146	6,170,871	9,417,890	572,706

A Hebrew summer school was organized in the summer of 1881 by William R. Harper, professor of Hebrew in the Baptist Union Theological Seminary. It held its sessions at Morgan Park, Ill., during the months of July and August and enrolled 22 students.

This school was organized to meet the wants of the following classes of persons :

(1) Ministers, or persons about to enter the ministry, who cannot avail themselves of the opportunities afforded by a theological seminary, and yet desire to gain a knowledge of the Hebrew language. (2) Ministers who have some knowledge of the Hebrew, yet find the language of little advantage to them because of its "strangeness." (3) Ministers and students, more advanced in the language, who wish to pursue their studies

further and to gain a greater familiarity than is possible in the time which is devoted to it in the regular theological course.

The following points were made prominent in the work of the summer school:

(1) The almost exclusive use of the inductive method in imparting grammatical instruction. (2) The particular attention paid to translating at sight. (3) The importance attached to the memorizing of those words which are of most frequent occurrence.

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1870 to 1881, inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.....	28	30	37	37	38	43	42	43	50	49	48	47
Number of instructors.....	99	129	151	158	181	224	218	175	196	224	229	229
Number of students.....	1,653	1,722	1,976	2,174	2,585	2,677	2,664	2,811	3,012	3,019	3,134	3,227

TABLE XII.—*Summary of statistics of schools of law.*

States.	Number of schools.		Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama .....	1	3	20	10	13	.....	.....	.....	.....	.....	.....
California .....	1	3	187	40	.....	.....	.....	.....	\$100,000	\$7,000	\$1,500
Connecticut .....	1	14	68	34	31	8,000	.....	.....	10,000	564	6,785
Georgia .....	2	9	6	.....	1	.....	.....	.....	.....	.....	.....
Illinois .....	3	14	156	25	47	.....	.....	.....	.....	.....	7,180
Indiana .....	2	11	72	.....	4	.....	.....	.....	.....	.....	.....
Iowa .....	3	10	163	40	88	2,807	192	.....	.....	.....	7,052
Kansas.....	1	2	15	.....	.....	.....	.....	.....	.....	.....	325
Kentucky .....	2	8	45	10	25	.....	.....	.....	.....	.....	2,000
Louisiana .....	2	8	63	.....	9	26,000	.....	\$10,000	.....	.....	3,000
Maryland .....	1	4	60	30	33	.....	.....	25,000	.....	.....	.....
Massachusetts.....	2	24	307	151	50	19,000	1,000	.....	56,133	4,930	22,268
Michigan.....	1	5	395	65	145	6,000	.....	.....	.....	.....	16,500
Mississippi .....	1	6	18	.....	16	1,000	.....	.....	.....	.....	650
Missouri.....	2	13	119	32	37	3,343	45	30,000	10,000	.....	6,080
New York.....	4	23	650	279	144	14,105	233	20,000	.....	.....	57,000
North Carolina.....	3	6	27	.....	5	1,200	.....	.....	.....	.....	.....
Ohio.....	1	8	127	33	64	2,094	250	.....	.....	6,000	6,237
Pennsylvania.....	2	5	141	47	49	300	.....	.....	.....	.....	9,000
Tennessee.....	3	12	102	14	50	800	.....	.....	.....	.....	8,340
Virginia.....	3	8	151	.....	44	.....	.....	.....	.....	.....	600
West Virginia.....	1	1	11	.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin.....	1	7	52	9	34	1,366	.....	.....	.....	.....	.....
District of Columbia.....	4	25	272	30	43	214	14	20,000	.....	.....	4,127
Total .....	47	229	3,227	849	932	86,229	1,734	105,000	176,133	18,494	158,644



The schools of law seem to have decreased in number and increased slightly in attendance. Their work is of much interest to the public. The legislative affairs of the States and nation are greatly influenced, if not controlled, by lawyers; the judicial functions of the Government are performed by them. They advise not only in the concerns of state, but also in matters of business and family life. Their relation with the rights and duties of all is so intimate that the interests of every citizen are affected by the manner in which they are prepared for their profession. As was said by Hon. Dorman B. Eaton some years ago: "Every citizen, however exalted or however humble, however rich or however poor, has a deep interest in extending the knowledge of the laws and in raising the character and enlarging the attainments of those who practise or preside in the tribunals of justice."

The objects of the true school of law are to give its pupils familiarity with existing law, an understanding of the principles on which it rests, a knowledge of the events and causes which have moulded it into its present shape, and a comprehension of its relations to public affairs and private life. It has been questioned whether the educational sentiment of our colleges is such as to uphold the extension and elevation of courses of professional study. Prof. C. C. Langdell, of the Harvard Law School, argues that ideas unfavorable to thorough professional training have been received from English universities and adopted by American colleges. Among them, he enumerates the following:

That professional learning or professional knowledge (as it would rather be called) is a thing to be "picked up" by degrees and acquired by experience and practice, like the knowledge of any ordinary business or pursuit; that one's professional eminence will depend (*ceteris paribus*) upon his academic education and upon his opportunities for practising his profession rather than upon the amount of time and labor that he devotes to regular and systematic professional study; that professional learning is pursued solely for the profits and emoluments which it brings, and that these will cause it to be pursued with sufficient eagerness; that the public has no interest in increasing the number of doctors and lawyers, and, though it has an interest in improving their quality, yet that object, so far as it depends upon professional study, will be best secured by the principle of competition.

Doubtless the eagerness of young men to enter upon active life and the opinion of many of the members of the bar are more influential in limiting the instruction of the law school than ideas inculcated by our colleges. Yet against all the feelings and circumstances that oppose them many schools of law strive to make their requirements for admission as high as practicable and their course of study as long and comprehensive as the sentiments of the community in which they exist will sanction. The University of Michigan does not advocate the requirement of the completion of a college course by those who apply for admission to its department of law, but its acting president says in his last report: "The professional schools cannot be excused for admitting students without respectable preparation." Persons intending to study law in Boston University "are earnestly recommended to complete a course of liberal studies in some college before entering." The admission of applicants who are candidates for a degree in Columbia College (New York) Law School is regulated by the following rules:

All graduates of literary colleges are admitted without examination. Other candidates must be at least eighteen years of age and have received a good academic education, including such a knowledge of the Latin language as is required for admission to the freshman class of the School of Arts.

Soon after the adoption of these rules President F. A. P. Barnard said:

Though the institution of the entrance examination has had the effect to reduce the attendance, it has undoubtedly improved its character and has thus been beneficial to the school. The requisitions for admission are placed so low that the candidate who is excluded by them can hardly possess a degree of mental culture sufficient to justify his attempting the study of a learned profession; nor is he likely to do credit to the school, either as a student or as a graduate.

The methods of instruction employed in law schools include recitations, lectures, and moot courts. The tendency is now to give recitation an increasingly important place. The instruction of the Columbia College Law School is imparted by a system of ques-

tions, expositions, and dictations, excluding, in the main, lectures in the ordinary sense. A daily recitation and examination are held in the leading branches of the course at the School of Law of Boston University. The lecture system is still maintained, and a large part of the instruction given in that way. Hon. William G. Hammond, LL.D., dean of the St. Louis Law School, thinks that the full benefit of lectures is attainable only by exceptional trained intellects, and that the receptive state of mind in which a class must be during their delivery is unfavorable to mental discipline and activity of thought. He would, however, unite lectures with recitations. The authorities of the Union College of Law, at Chicago, say:

Experience has taught us that the recitation system, in which each student is examined daily or oftener in the presence of his class, with the advantage of mutual criticism and free inquiry by his associates and corrections by the professor, with the stimulus of a generous emulation and desire to excel, is a more effectual method of imparting a thorough and accurate knowledge of legal principles than any system of mere oral instruction by lectures.

Moot courts form a part of the approved routine of law schools. They were abolished a few years since as a stated exercise in Harvard Law School, but when the professors expressed a readiness to hold them four courts were organized. The object in view is to give students an opportunity to become familiar with the practical side of the lawyer's work in conducting cases in court. Pleadings, arguments, and motions are made and the forms of judicial procedure are observed. Perhaps the most valuable service of the moot court is to induce the student to investigate with great thoroughness a particular point in law, as he will be obliged to do in actual practice, to discover the relation which it has to others, the analogies between his case and similar cases in the reports, and to anticipate objections and prepare answers for them. As it is valuable for attorneys to add to a general knowledge of law a complete mastery of special branches, so it is well for a student to have learned thoroughly the principles that govern the law in its application to some individual cases. The exercises of moot courts are esteemed so highly by the faculty of the School of Law of Boston University that "it is purposed to require hereafter, as a condition for promotion to the degree of bachelor of laws, a participation by each candidate in at least two moot courts during the last year."

In an address delivered upon his resignation of the chancellorship of the law department of the State University of Iowa, Hon. William G. Hammond, LL.D., summed up his hopes for the future of American law schools in the following points:

First, that more attention may be given to the method of teaching law, so as to bring our schools, in this respect, more nearly on a level with those in which the other parts of a liberal education are taught. \* \* \*

Second, that the relation of theory to practice will be better understood, so that teachers and students alike will neither make the mistake of relegating practice to the offices as something unfit for school study, nor of neglecting theory as something unlikely to be of practical use. \* \* \*

Third, this can only be done by the use of such helps as have been found most efficient in other schools, and especially by the use of text books exactly adapted to their purpose and brought fully up to the latest standard both of theory and practice. \* \* \*

Fourth, in such text books we may reasonably expect to be free from the vapid generalities which in so many of our present books pass for the philosophy of law, and the wearisome repetition of stale and abandoned theories, such as have made the very name of theory unwelcome to many a student. In their place we shall have a theory of law which answers to the actual facts and satisfies the mind of the present age. \* \* \*

Fifth and lastly, I base my hopes for the future very largely upon that remarkable change in human thought which, under the somewhat vague title of the historical method, has done so much within a generation or two for the whole circle of moral sciences. \* \* \* We may expect to see the attorney's manuals weeded of the constant references to a past condition of things which are now necessary to explain the facts and even the language of to-day. In their place, we may hope, will come a clear and satisfactory study, once for all in the course of every school, of the history of the common law, tracing the growth and development of its institutions and principles from the forests of Germany, through the events of fifteen hundred years, down to the form which they take in our own day and country, and thus laying the most firm and rational basis for the settlement of its disputed questions, the clearing up of its dark places, the entire study and practice of the law of our own land.

Strict requirements of candidates for degrees and for admission to the bar tend to promote thoroughness in preparation. The nature of man is such that he will exert himself most intensely only under a present necessity. It is necessary that a lawyer should prepare himself thoroughly for his profession; yet the stimulus of distant rewards and the application of mind due to interest in the study of law may be increased by the immediate necessity of passing an exhaustive examination. Whether it be conducted by the faculty of a school of law or by officers of a court and whether it be for a university degree or for a license to practise, its effects are similar. In any case the candidate is certified to the public by recognized judges as fit to render service to clients in legal questions and controversies. An English writer has said:

Formerly barristers were very much like bullion, which the public had to assay for themselves; but when they are to be sent out in the form of coin there must be no doubt as to the quality of the gold. Any other result would be derogatory to the dignity of the profession and must be guarded against in every possible way by the most stringent provisions, the most inflexible rules, the most unqualified restrictions, and the most peremptory requirements and prohibitions.

Hon. Dorman B. Eaton, LL. D., in an address on the public relations of the legal profession, said:

If there are any merchants, manufacturers, farmers, or honest people of any sort who wish that examinations for the bar shall become mere farces, who desire to increase the number of cunning and conscienceless promoters of quarrels, who want no guarantee of honesty or capacity, when, beyond the sphere of personal acquaintance, they are compelled to trust their property and their characters to strange attorneys, then let all such persons at once join hands with those unworthy persons at the bar and beyond the bar who desire every barrier and every responsibility removed. \* \* \* If, on the other hand, the people are interested in having only such a selected number of practising lawyers as are really needed for honest purposes; if the exercise of a lucrative public function, by special privilege and the certainty that those admitted to the bar are to fill the seats of justice, cause lawyers above all others to be justly amenable to stern tests of character and attainments, \* \* \* then why should not all worthy people unite and make and sternly enforce adequate laws for securing what the public welfare demands?

Admission to the bar is the subject of a carefully prepared article published recently in the American Law Review by Hon. Francis L. Wellman. I take from it the following quotations:

The system of legal study is governed almost exclusively by the system of examination that admits to the bar. \* \* \* It may be argued that of themselves examinations are a direct evil, since they encourage a system of cramming and bad habits of study; as Wolfesaid, "*Perverse studet qui examinibus studet.*" Such arguments in some cases may have weight, but in the law they should be directed, not against the examinations themselves, but against the practice that prevails in most States of making the examinations the only test. It is to remove the temptation to cram that we have so strongly urged the adoption of a definite term of pupillage and the other precautionary measures already dwelt upon.

Of law school privileges he says:

The advantages afforded by law schools for acquiring a comprehensive knowledge of the law are now very generally appreciated by the profession and the public. There is no better preparation for the bar, in our opinion, than that afforded by a two or three years' course at a good law school, supplemented by a third or fourth year in an office of a practising lawyer; and it is a matter of surprise that, while there has been a strong movement in many of the States for raising the standard of qualification for admission to the profession, it has never appeared to be in any degree the aim of the movement either to support and strengthen the schools or even to make use of them in the furtherance of the objects in view. Certainly the time well spent in any respectable law school, as proved by passing its examinations, should count towards admission to the bar in any State like time spent in an office.

Of the requirements for admission to the bar in the several States, he says:

Fifteen out of thirty-eight require a definite term of pupillage, but differ widely as to the proper length of this term. In fifteen States the diploma of certain law schools is recognized and accepted in lieu of the public bar examinations; these privileges are, in



most cases, confined to the schools situated within the State or county limits, a strange inconsistency. In but six of the number is any value given to the degree of bachelor of arts. Seven of the list prescribe a definite course of study, on which the examinations are based; this requirement is usually intended to take the place of a definite term of pupilage; not so in Pennsylvania and Oregon, however. New Hampshire alone esteems the examiners' labor worthy of compensation. Pennsylvania and Delaware are conspicuous as requiring a preliminary examination in Latin and on all the branches of a common high school education. New York and New Jersey distinguish between attorneys and counsellors in their requirements for admission to practice; and in ten States women have been admitted on equal standing with the men. Nearly all the States have adopted the superficial oral method of examination, only five of the number requiring written answers to stated questions, and even in these States, excepting New Hampshire, written examinations are customary only in certain counties or departments.

Mr. Wellman proposes a set of rules to regulate admission to the bar. They require that persons desiring to become students of law either be college graduates or pass an examination in languages (Latin and one modern), mathematics (through plane geometry), American and English history, modern geography, political economy, and elements of book-keeping. They shall file a certificate of this fact, and of intention to study law, with the clerk of the court, and also the certificate of an attorney, stating when study began. The final examination for admission must be both oral and written, before a State board, at one of its quarterly examinations at the State capital. No student can attend the examination until he has studied three full years in a school or office. A degree in a law school shall obviate the necessity of examination in two branches pursued in the school. Prizes shall be given for excellence in jurisprudence and Roman civil law. The expenses of examination and prizes are met by a fee of \$10 for examination. No person shall be admitted to the bar, upon motion, on the ground that he is a member of the bar of another State, unless he has practised two years before the highest courts of that State.

TABLE XIII.—SCHOOLS OF MEDICINE.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year from 1871 to 1881, inclusive, with the number of instructors and students:

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.
Number of institutions.....	82	87	94	99	106	102	106	106	114	120	126
Number of instructors.....	750	726	1,148	1,121	1,172	1,201	1,278	1,337	1,495	1,660	1,746
Number of students .....	7,045	5,995	8,681	9,095	9,971	10,143	11,225	11,830	13,321	14,066	14,536



TABLE XIII.—*Summary of statistics of schools of medicine, of dentistry, and of pharmacy.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who are graduate students.	Graduates at the commencement of 1881.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
I. MEDICAL AND SURGICAL.											
1. Regular.											
Alabama .....	1	8	60	6	24	500		\$120,000		\$0	\$4,000
Arkansas .....	1	14	36		10			15,000			
California .....	3	30	118		25			31,500			11,985
Colorado .....	1	16	15								1,100
Connecticut .....	1	18	21	10					\$29,102	4,251	3,855
Georgia .....	3	38	320		92	5,500		115,000			9,707
Illinois .....	4	70	740	202	206			136,000			61,402
Indiana .....	5	73	343		198	1,200	400	13,000	1,000	50	13,694
Iowa .....	2	25	452	5	156			50,000			16,239
Kentucky .....	4	42	529	5	275	4,500		62,000			13,647
Louisiana .....	1	9	204		59	2,000		100,000			
Maine .....	2	22	130	22	30	4,000		25,000			
Maryland .....	2	36	553	42	226	2,000		80,000			
Massachusetts .....	2	66	266	118	60	2,100	100		280,391	7,141	51,324
Michigan .....	3	60	508	38	146	500		60,000			6,771
Minnesota .....	1	19	32	2				100,000			
Missouri .....	6	97	540	26	196	1,300		143,000	1,000	100	39,766
Nebraska .....	1	13	14								
New Hampshire .....	1	13	94	7	29	1,800	0	40,000	0	0	6,645
New York .....	8	195	2,000	323	503	4,750		408,970			30,915
North Carolina .....	2	3	17	1	9	400					
Ohio .....	6	84	1,025	3	355	2,000		101,000			14,065
Oregon .....	1	11	30		13	150	15	4,000	0		3,300
Pennsylvania .....	4	114	1,094	114	324	5,437	407	307,000	50,000	3,000	54,694
South Carolina .....	1	9	77		30			40,000	0	0	4,000
Tennessee .....	4	56	590	14	228	100		182,000	2,590		12,000
Vermont .....	1	20	171	20	50			12,000	0	0	8,000
Virginia .....	2	13	108	10	33	2,500		60,000		6,000	4,000
Dist. of Columbia .....	3	39	163	21	22	20	1	3,000	2,200	154	4,384
Total .....	76	1,213	10,250	989	3,299	40,757	923	2,208,470	366,193	20,696	375,493
2. Eclectic.											
California .....	1	10	30		11			20,000			3,500
Georgia .....	1	7	37	3	15	10		7,500			
Illinois .....	1	13	123	17	52	200	25	65,000			6,300
Indiana .....	1	10	26		12						
Missouri .....	1	7	50		22						7,000
New York .....	2	25	300	17	63	2,006		58,000		1,311	2,960
Ohio .....	1	8	316		113			80,000	0	0	20,000
Total .....	8	80	882	37	288	2,216	25	230,500		1,311	39,760

TABLE XIII.—*Summary of statistics of schools of medicine, &c.—Continued.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who are graduate students.	Graduates at the commencement of 1881.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
3. Homœopathic.											
Illinois .....	2	30	347	50	121			\$65,000			\$17,500
Iowa .....	1	9	60	5	17	320					1,000
Massachusetts .....	1	30	109	8	29	1,800		110,000			
Michigan .....	1	7	71		23			14,000			
Missouri .....	1	11	32	1	16						1,900
New York .....	3	46	258		65	75	5				5,016
Ohio .....	2	22	209	6	88			25,000			
Pennsylvania.....	1	18	199	15	83	2,000		30,000			13,808
Total.....	12	173	1,285	85	442	4,195	5	244,000			39,224
II. DENTAL.											
California .....	1							25,000			
Indiana .....	1	11	28		10			1,500			3,000
Maryland .....	1	11	93	25	53	1,000		5,000			10,000
Massachusetts .....	3	35	64		23			15,000			6,000
Michigan .....	1	10	86		34	125		12,000			3,000
Missouri .....	3	40	22		1						1,924
New York .....	1	21	112	4	29	100					12,720
Ohio.....	1	8	81					20,000			6,500
Pennsylvania.....	2	45	155	5	104	5,150		70,000	\$1,500		23,694
Tennessee.....	2	34	62		31			3,000		\$1,568	17,500
Total.....	16	215	703	34	285	6,375		151,500	1,500	1,568	84,338
III. PHARMACEUTICAL.											
California .....	1	4	47		15			3,000			1,480
Illinois .....	1	5	116		21	1,000		3,000			5,600
Kentucky.....	1	3	40		8	200	7	5,000			
Maryland .....	1	4	68		20			8,000	0	0	
Massachusetts.....	1	4	101	2	15	2,000	300	5,000	3,000	150	4,500
Michigan.....	1	12	88	3	24						
Missouri.....	1	4	87		27			3,500			3,500
New York.....	2	10	356	5	65	1,045		45,500		100	12,050
Ohio.....	1	3	95		23	450	25	1,000		0	2,600
Pennsylvania.....	2	6	370		145	3,000	300	5,200		0	1,100
Tennessee.....	1	5	20		8						
Dist. of Columbia..	1	5	28		6						
Total.....	14	65	1,416	10	377	7,695	632	79,200	3,000	250	30,830

TABLE XIII.—*Summary of statistics of schools of medicine, &c.*—Continued.

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who are graduate students.	Graduates at the commencement of 1881.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
TOTALS.											
Medical and surgical:											
Regular .....	76	1,213	10,250	989	3,299	40,757	923	\$2,208,470	\$366,193	\$20,696	\$375,493
Eclectic .....	8	80	882	37	288	2,216	25	230,500	.....	1,311	39,760
Homœopathic.	12	173	1,285	85	442	4,195	5	244,000	.....	.....	39,224
Dental.....	16	215	703	34	285	6,375	.....	151,500	1,500	1,568	84,338
Pharmaceutical.....	14	65	1,416	10	377	7,695	632	79,200	3,000	250	30,830
Grand total.....	126	1,746	14,536	1,155	4,691	61,238	1,585	2,913,670	370,693	23,825	569,645

When the student of medical education in this country compares its extent with that of medical education abroad he cannot help thinking either that we are not particular enough or that other countries demand too much. When the inquirer further considers the enormous amount of knowledge that has been accumulated respecting the proper treatment of disease, its prevention and its nature, the impression becomes irresistible that we have been influenced by our national impatience and furious haste in this matter as in many others, and that we have allowed the students to dictate the length of time they are to study instead of obliging them to prepare suitably for this important course of instruction and to spend enough time to receive it properly and retain it securely. Happily, of late years the good sense of the profession and of the medical colleges has attacked this abuse and is correcting it with due diligence and circumspection. An important part of the new programme is the requirement of some suitable preliminary training and the production of evidence to that effect by an entrance examination.

## COURSES PREPARATORY TO THE STUDY OF MEDICINE.

A few institutions for higher education have courses of study preparatory to the study of medicine. Among them are Cornell University, the University of Pennsylvania, and Johns Hopkins University. The course at Cornell is two years in length. The studies of the first year are French, drawing, physics, chemistry, physiology, hygiene, and botany; of the second year, German, organic and medical chemistry, vegetable physiology, histology, anatomy, veterinary medicine and surgery, sanitary science, and psychology. The faculty of the university are aware that medical students need a generous education, and advise them to take a full four years' scientific or literary course, with special work in laboratories and on important subjects as resident graduates.

The Towne Scientific School of the University of Pennsylvania has a course preparatory to the study of medicine extending through five years. The studies of the first two years are those pursued by all the students of the school. Many of the studies of the remaining three years are common to the six courses existing in the institution, and are chiefly scientific. The special studies of the third year preparatory to the study of medicine are differential calculus, practical work in the chemical labora-

tory, mineralogy, systematic botany (with excursions), and vertebrate and invertebrate zoölogy; of the fourth year, organic chemistry, qualitative analysis, and reading of Latin authors; and of the fifth year, quantitative analysis, physiological and toxicological chemistry, structural botany, use of the microscope, comparative anatomy, animal mechanics, elementary physiology, application of physics, and lectures in geology. Excepting the differential calculus these studies form an admirable course of instruction introductory to the branches which should receive the principal attention of the medical student.

The course in Johns Hopkins University for those intending to study medicine is outlined as follows in the Boston Medical and Surgical Journal:

This course extends throughout three years, and as a mental discipline is equivalent to the other courses leading to the A. B. degree, which is therefore conferred on matriculated students who complete it. The main object held in view is to utilize for intending medical students the opportunities for practical study in physics, chemistry, and biology found in an endowed institution with well equipped laboratories and so often wanting in medical schools; it is also considered an object to lessen the work to be subsequently crowded into the period of study at a medical school by giving the student a good knowledge of the sciences which lie at the basis of the medical art before he begins his professional study. Physics, chemistry, and biology are therefore the main subjects included in the course; some knowledge of French and German is also demanded; and there are, also, several subjects (inserted with a view to giving some breadth of culture) between which an option is allowed. These are Latin, Greek, mathematics, English literature, history, logic, and psychology. Each student must take up at least two of these optional subjects, the amount of knowledge required in each being such as would be obtained by a year's honest work.

#### ENTRANCE EXAMINATIONS.

An inspection of the announcements and catalogues of about eighty medical schools has shown that ten have examinations for admission covering several subjects and fourteen employ some slight tests of an applicant's fitness to study medicine. The subjects of examination are elementary physics in 8 schools, arithmetic in 7, elementary Latin in 5, grammar in 4, geography in 4, algebra in 4, geometry in 3, and history in 2. Grammar and composition are determined usually from the papers submitted. The amount of physics required is generally a knowledge of Balfour Stewart's *Primer of Physics* or its equivalent. The Latin requirements are varied, and are intended to show the familiarity of the applicant with declensions, conjugations, common words, and simple constructions. Algebra to quadratic equations and two books of geometry are usual requirements in these branches. The Michigan College of Medicine allows a substitution of either Greek, French, German, botany, or zoölogy in place of other studies mentioned above (except Latin). French, German, algebra, geometry, and botany are alternative subjects at Harvard Medical School, on one of which the candidate must be examined. Botany and chemistry, as found in the Science Primers, are required by the Woman's Medical College of the New York Infirmary. College diplomas, degrees from scientific schools, graduation from acceptable high schools and academies, and licenses to teach public schools are among the proofs of a candidate's fitness accepted in lieu of examination. In the Medical School of Missouri University all students before entering the senior class must pass a satisfactory examination on English grammar, rhetoric, history of the United States, and arithmetic through common fractions. The recently organized Medico-Chirurgical College of Philadelphia has a preparatory feature best described by a quotation from its announcement:

The necessity of elevating the standard of medical education is universally admitted. The times demand that physicians shall be scholarly as well as proficient in medicine. Many talented, ambitious young men, capable of becoming excellent physicians, have not enjoyed academic or collegiate advantages. With a view of aiding these, the authorities of the college have made a progressive departure from the usual curriculum of medical colleges by adding a preparatory spring term, the studies of which will embrace the elements of English literature, natural science, and elements of Latin and Greek, without additional expense to the student. This feature must especially commend itself to



the needs and convenience of many students whose circumstances have been such as to prevent them from thoroughly enjoying the benefits of these necessary studies. The term is designated the auxiliary literary term, and students who attend it, after passing a satisfactory examination, will receive a certificate. Students will be exempt from attending this term who present proper certificates of having graduated at a high school or attended a respectable classical seminary or college for one year, or of having passed a preliminary examination of a duly organized county medical society. \* \* \* All students who do not exhibit the necessary qualifications will be required to attend this term and obtain the certificate of the same before their final examination for the degree of doctor of medicine.

#### UNDERGRADUATE COURSES.

The average medical college requires candidates for a degree to study medicine under some competent physician three years, attending meanwhile two courses of lectures in distinct years and taking the second course in the institution from which the degree is sought. Rarely are the requirements in excess of this. Boston University and Harvard University would have the students of their medical schools continue their studies a year longer than is customary. The medical student in the University of California and in Boston University is required to attend three regular courses of lectures in three several years before he can present himself for graduation; and from this year forward a three years' graded course is to be an absolute requisite for graduation in the Albany (N. Y.) Medical College. Other schools might be mentioned which either urge or require a longer period of study than is commonly taken.

As the time and nominal amount of study are nearly alike for the majority of medical schools, the attainments of their students must be indicated by the scope and quality of the instruction and by the entrance examinations. The subjects in which candidates for positions as surgeons in the United States Army are examined may be taken to show what branches are included in a complete medical course. They are anatomy, physiology, practice of surgery, practice of medicine, general pathology, obstetrics, diseases of women and children, medical jurisprudence, materia medica, therapeutics, pharmacy, toxicology, and hygiene. Few schools give full place to all these subjects, and many offer special courses, covering only part of the topics included under these heads. Chemistry is a prominent study. Histology is included among the studies of many medical colleges. Special instruction is often given on the structure and diseases of the eye, the ear, and the throat. In the medical department of Boston University a professorship of the "history and methodology of the medical sciences" has been established recently. "Its work is to define and classify the different sciences which relate to this department, to show their history and right relation to each other, to point out the different methods of studying and teaching them, and to survey in a critical and practical manner the bibliography of each." Of the subjects of medical study mentioned pharmacy and hygiene are rarely included in the curriculum of a medical college. Medical jurisprudence is frequently omitted. The scheme of tuition adopted by the American Medical College Association covers the general topics of anatomy, with dissection, physiology, chemistry, materia medica and therapeutics, obstetrics, surgery, pathology and practice of medicine.

Several medical schools have graded courses of instruction. Thirteen such are known to this Office. They are the medical departments of the Universities of California, Michigan, Pennsylvania, and Denver, Colo.; of Harvard and Syracuse Universities and of Yale College; the Chicago, Detroit, and St. Louis Medical Colleges; the Medical College of the Pacific; the Woman's Medical College of Pennsylvania; and the Medico-Chirurgical College of Philadelphia. The studies of the first year are usually anatomy, physiology, histology, chemistry, and, less frequently, materia medica. Those of the second year are pathology, theory, and practice of medicine, therapeutics, and obstetrics. Special departments of anatomy and chemistry and of clinical medicine and surgery occupy the student in a number of schools. The studies of the third year are theory and practice, therapeutics and obstetrics continued, diseases of women and children, surgery,

ophthalmology, otology, mental and nervous diseases, and occasionally dermatology, laryngology, and medical jurisprudence. Definite information on the nature, extent, and effect of the examinations accompanying these graded courses is not easily obtained. Most of the schools have an examination the first two years for promotion and the third year for a degree. In several the examinations at the end of the first year in histology and in special departments of anatomy, physiology, and chemistry are final. The second year examinations in these three subjects are usually final, and those in materia medica and therapeutics are so occasionally. The chief burdens of examination for a degree are postponed until the close of the third year. The adoption of systematic courses of instruction has resulted beneficially. The effects of recent changes in the medical department of the University of Pennsylvania, among which is the introduction of a graded course, are stated as follows:

The effect of the change on the composition of the classes and on their proficiency has been most gratifying. A much larger proportion of students than under the former system has given evidence of a good previous education, either in colleges or in reputable academies. The attention of the classes to study has been marked by increased seriousness and zeal; the annual examinations have steadily improved; the examinations for graduation have shown a higher average degree of merit than ever before; and a much larger proportion of inaugural theses than formerly has given evidence of scientific knowledge as well as literary culture.

#### CHARACTER OF MEDICAL INSTRUCTION.

The quality of medical instruction cannot be directly estimated. Each school may have advantages not possessed by others. Smaller ones enable pupils to associate more intimately with instructors; larger ones are better supplied with means of illustration and opportunities for practical work. There is a general movement towards improved methods and systems of teaching. The prominence given to clinical instruction and the increased number of graded courses are among the indications of progress. A medical writer six years ago described clinical teaching as follows: "Once or twice a week, from one to five hundred men being congregated in an amphitheatre, the professor lectures upon a case brought into the arena, perhaps operates, and when the hour has expired the class is dismissed." Compare with this the opportunities now offered by representative schools in leading cities. The Cincinnati College of Medicine and Surgery announces thirteen clinics a week, "as much as any student can observe with profit." The University of Maryland School of Medicine has eight clinics a week continued during both the sessions and the interval between them. There is also each day a bedside clinic in the hospital, with one hour in the dispensary. In the Harvard Medical School daily instruction in clinical medicine is given by hospital visits and other exercises. Clinical instruction in surgery, during the earlier half of the school year, is divided equally between clinical lectures on cases, surgical visits in the hospital wards, and public operations, two hours a week being given to each; during the latter half year, clinical lectures on cases occupy but one hour a week, while the surgical visits and public operations occupy three hours a week. In the medical department of the University of Pennsylvania eight hours a week are given to general clinics in the second and third years of the course and five hours to special clinics in the third year. The student also has each week during this year two hours' practice in operative surgery, minor surgery, and bandaging, one hour of bedside teaching in both gynecology and practical medicine and in practical surgery, and four hours' instruction in specialties. The schools of New York City may be said to average two clinical lectures a day throughout the term. A sufficient number of schools has been mentioned to show the prominence given to this branch of medical instruction by colleges of acknowledged excellence.

#### PROGRESS IN MEDICAL EDUCATION.

Progress in medical education arises from united action on the part of the public, the profession, and the schools. The public must demand thorough acquaintance with the

symptoms and treatment of diseases from the physicians to whom the care of health and life is intrusted. The profession must discourage unqualified men in their plans for hasty entrance into active practice and refuse to instruct them until they are able to understand the subjects they must study. The schools must improve their methods, extend their courses, and increase their requirements for admission and graduation. The movements in this direction have begun during recent years and are going on. The schools have advanced, through the sympathy of the people and the encouragement of the profession, until a writer familiar with the movement forward ventures the assertion that "a course of instruction which ten years ago was considered amply sufficient to enable the brains of Young America to digest the art and a handsome allowance of the science of a great profession, a course which received the indorsement of the leading men in the country, would now be disclaimed, if not openly despised, by any faculty having pretensions to standing." This is perhaps too enthusiastic. A calm and unprejudiced estimate of the relative present condition of education in medical colleges was recently given by William W. Green, M. D., president of the Maine Medical Association. He said:

The medical colleges throughout the country have generally lengthened their lecture terms and enlarged the curriculum of study and in most cases are doing more thorough work. In many the standard for graduation has been raised, and a few require a certain amount of preliminary education as a prerequisite for matriculation. Most of the colleges have established supplemental courses of instruction under various names, which fill out the year, so that the student can, if he chooses, pursue his studies for the entire three years in the same institution. \* \* \* It is cause for congratulation and honest pride that, as compared with ten or fifteen years ago, better classes of men are annually graduated from the schools, and that the general tone and character of the profession has much improved and is still improving.

The report for 1881 of the regents of the University of the State of New York says:

The most noticeable changes which have been brought about during the past year in regard to education have been observed in medical education. It is well known that, in common with medical colleges throughout the country, the terms of admission and of graduation in most of the medical colleges of this State have been lax and unsatisfactory. The regents note with great satisfaction a movement on the part of several of the more prominent of these colleges to insist on better preparation for entrance, more strict requirements as to attendance upon the medical instruction, and especially a more rigorous system of examination for graduation. It is gratifying to observe that in those institutions which have adopted the more rigorous system there is no indication of a falling off in the attendance, but on the contrary a healthy increase. This is an evidence that public sentiment is ready to demand a decided advance in the qualifications of those who are to be licensed as physicians and an evidence that those seeking to enter this profession have no desire to have the road made easy for them, but appreciate every well meant effort to give them a better training and a more advantageous start in their careers.

TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In Table XIV of the appendix will be found the statistics of the examinations of candidates for admission to the United States Naval and Military Academies for the year 1881.

TABLE XV.—DEGREES.

Table XV of the appendix shows the number and kind of degrees conferred in course and honoris causa by the universities, colleges, and professional schools in 1881. The following summary exhibits the number of degrees of each kind and the grand total conferred by institutions in the several States, the District of Columbia, and Washington Territory:

The number of degrees of all classes conferred in course was 12,093; honorary, 535. These were distributed as follows: In letters, 4,035 in course, 185 honorary; in science, 1,167 in course, 14 honorary; in philosophy, 376 in course, 49 honorary; in art, 29 in course, 2 honorary; in theology, 312 degrees and diplomas in course, 171 honorary; in medicine, 4,896 in course, 22 honorary; in law, 1,002 in course, 92 honorary.



TABLE XV.—*Statistical summary of all degrees conferred.*

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.		
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	
GRAND TOTAL.....	a12,093	535	4,035	185	1,167	14	376	49	29	2	6312	171	4,896	22	1,002	92
Total in classical and scientific colleges.	c7,851	511	3,464	185	1,151	14	376	49	18	2	163	165	1,626	4	857	92
Total in colleges for women.	d678	.....	571	.....	16	.....	.....	11	.....	.....	.....	.....	.....	.....	.....	.....
Total in professional schools.	3,564	24	.....	.....	.....	.....	.....	.....	.....	b149	6	3,270	18	145	.....	.....
ALABAMA.....	e145	9	85	5	13	...	1	...	3	.....	2	24	...	13	2	.....
Classical and scientific colleges.	66	9	39	5	13	...	1	...	.....	2	.....	...	...	13	2	.....
Colleges for women.....	e55	.....	46	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	24	.....	.....	.....	.....	.....
ARKANSAS.....	15	1	5	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....	.....	.....
Classical and scientific colleges.	15	1	5	.....	.....	.....	.....	.....	.....	.....	10	1	.....	.....	.....	.....
CALIFORNIA.....	f143	.....	33	.....	32	...	21	...	.....	2	.....	51	...	.....	.....	.....
Classical and scientific colleges.	g120	.....	33	.....	32	...	21	...	.....	.....	31	.....	.....	.....	.....	.....
Colleges for women.....	h1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	22	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	20	.....	.....	.....	.....
COLORADO.....	h6	1	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
Classical and scientific colleges.	h6	1	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
CONNECTICUT. ....	315	21	204	12	1	...	47	...	.....	16	4	10	...	37	5	.....
Classical and scientific colleges.	315	21	204	12	1	...	47	...	.....	16	4	10	...	37	5	.....
DELAWARE.....	8	.....	4	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Classical and scientific colleges.	8	.....	4	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
GEORGIA .....	i277	15	145	8	5	1	4	...	2	.....	1	107	5	.....	.....	.....
Classical and scientific colleges.	94	10	62	8	5	1	4	...	.....	1	23	...	.....	.....	.....	.....
Colleges for women.....	i99	.....	83	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	84	5	.....	.....	.....	.....	.....	.....	.....	.....	84	5	.....	.....	.....	.....

a Includes 276 degrees not specified.

b Includes 68 ordained as priests during the year; there were also 351 graduates in schools of theology, upon whom, in most cases, diplomas were conferred.

c Includes 196 degrees not specified.

d Includes 80 degrees not specified.

e Includes 6 degrees not specified.

f Includes 4 degrees not specified.

g Includes 3 degrees not specified.

h Degrees not specified.

i Includes 14 degrees not specified.



TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
ILLINOIS.....	ab919	28	223	8	97	...	26	3	3	...	28	11	b436	1	76	5
Classical and scientific colleges.	c480	26	210	8	97	...	26	3	3	...	3	9	44	1	76	5
Colleges for women.....	d22	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	b417	2	.....	.....	.....	.....	.....	.....	.....	.....	25	2	b392	.....	.....	.....
INDIANA.....	388	34	105	14	65	1	16	...	...	...	26	9	172	5	4	5
Classical and scientific colleges.	288	29	103	14	65	1	16	...	...	...	14	9	86	...	4	5
Colleges for women.....	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	98	5	.....	.....	.....	.....	.....	.....	.....	.....	e12	.....	86	5	.....	.....
IOWA.....	465	23	121	6	60	...	19	2	1	...	4	12	172	2	88	1
Classical and scientific colleges.	346	21	121	6	60	...	19	2	1	...	4	12	53	...	88	1
Professional schools.....	119	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	119	2	.....	.....
KANSAS.....	48	1	20	.....	28	...	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
Classical and scientific colleges.	48	1	20	.....	28	...	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
KENTUCKY.....	f468	11	121	5	22	...	1	...	.....	.....	4	281	...	24	2	.....
Classical and scientific colleges.	110	11	54	5	22	...	1	...	.....	.....	4	33	.....	2	.....	.....
Colleges for women.....	f86	.....	67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	272	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	248	.....	24	.....	.....
LOUISIANA.....	g90	.....	15	.....	.....	.....	.....	.....	.....	.....	1	.....	59	.....	9	.....
Classical and scientific colleges.	79	.....	10	.....	.....	.....	.....	.....	.....	.....	1	.....	59	.....	9	.....
Colleges for women.....	g11	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
MAINE.....	214	11	148	2	31	1	.....	2	.....	.....	5	3	30	.....	3	.....
Classical and scientific colleges.	196	11	130	2	31	1	.....	2	.....	.....	5	3	30	.....	3	.....
Colleges for women.....	18	.....	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
MARYLAND.....	409	4	69	1	.....	...	9	1	.....	.....	4	1	299	.....	28	1
Classical and scientific colleges.	78	4	65	1	.....	...	9	1	.....	.....	4	1	.....	.....	1	.....
Colleges for women.....	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	327	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	299	.....	28	.....	.....

a Includes 17 degrees not specified and 13 "full certificates" given to special students.

b Includes honorary degrees in medicine conferred by Rush Medical College, Chicago, Ill.; number not specified.

c Includes 8 degrees not specified and 13 "full certificates" given to special students.

d Includes 9 degrees not specified.

e Number of priests ordained during the year.

f Includes 19 degrees not specified.

g Includes 6 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

	ALL-COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.		
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	
MASSACHUSETTS.....	a806	28	371	12	85	...	6	3	3	...	66	8	126	...	50	5
Classical and scientific colleges.	a690	28	321	12	85	...	6	3	3	...	33	8	93	...	50	5
Colleges for women.....	50	.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	33	.....	33	.....	.....	.....
MICHIGAN.....	619	17	111	8	75	...	40	2	...	...	3	3	245	1	145	3
Classical and scientific colleges.	564	17	111	8	75	...	40	2	...	...	3	3	190	1	145	3
Professional schools.....	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	55	.....	.....	.....	.....
MINNESOTA.....	64	.....	45	.....	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Classical and scientific colleges.	55	.....	40	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colleges for women.....	9	.....	5	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
MISSISSIPPI.....	b76	1	43	.....	5	...	11	...	.....	.....	.....	.....	.....	.....	16	1
Classical and scientific colleges.	50	1	18	.....	5	...	11	...	.....	.....	.....	.....	.....	.....	16	1
Colleges for women.....	b26	.....	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
MISSOURI.....	c525	7	104	.....	75	...	11	...	2	...	5	2	262	1	53	4
Classical and scientific colleges.	d222	6	76	.....	63	...	11	...	1	...	5	2	5	...	53	4
Colleges for women.....	e46	.....	28	.....	12	...	.....	1	...	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	257	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	257	1	.....	.....	.....
NEBRASKA.....	3	.....	1	.....	2	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Classical and scientific colleges.	3	.....	1	.....	2	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NEW HAMPSHIRE.....	131	21	72	10	30	1	.....	5	...	.....	2	29	...	.....	.....	3
Classical and scientific colleges.	127	21	68	10	30	1	.....	5	...	.....	2	29	...	.....	.....	3
Colleges for women.....	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
NEW JERSEY.....	226	44	190	27	33	8	.....	4	...	...	3	2	.....	.....	.....	3
Classical and scientific colleges.	213	44	180	27	33	8	.....	4	...	...	2	.....	.....	.....	.....	3
Colleges for women.....	10	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	3	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....
NEW YORK.....	f1,817	65	440	22	154	1	60	4	10	2	36	20	884	5	166	11
Classical and scientific colleges.	g1,284	60	426	22	154	1	60	4	10	2	14	20	398	...	166	11
Colleges for women.....	h25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	508	5	14	.....	.....	.....	.....	.....	.....	.....	i22	.....	486	5	.....	.....

a Includes 99 degrees not specified.

b Includes 1 degree not specified.

c Includes 13 degrees not specified.

d Includes 8 degrees not specified.

e Includes 5 degrees not specified.

f Includes 67 degrees not specified.

g Includes 56 degrees not specified.

h Includes 11 degrees not specified.

i Number of priests ordained during the year.

TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
NORTH CAROLINA.....	a66	19	46	6	5	...	10	1	...	6	...	...	...	6	...
Classical and scientific colleges.	61	19	46	6	5	...	10	1	...	6	...	...	...	6	...
Colleges for women.....	b5	...	...	...	...	...	...	...	...	...	...	...	...	...	...
OHIO.....	1,191	40	307	10	100	...	54	3	...	48	22	618	...	64	5
Classical and scientific colleges.	469	36	282	10	100	...	54	3	...	33	18	...	...	...	5
Colleges for women.....	25	...	25	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	697	4	...	...	...	...	...	...	...	15	4	618	...	64	...
OREGON.....	29	...	7	...	9	...	...	...	...	...	...	13	...	...	...
Classical and scientific colleges.	29	...	7	...	9	...	...	...	...	...	...	13	...	...	...
PENNSYLVANIA.....	c1,257	61	384	16	102	1	19	14	5	9	24	684	...	51	6
Classical and scientific colleges.	e715	61	363	16	102	1	19	14	...	9	24	168	...	51	6
Colleges for women.....	26	...	21	...	...	...	...	5	...	...	...	...	...	...	...
Professional schools.....	516	...	...	...	...	...	...	...	...	...	...	516	...	...	...
RHODE ISLAND.....	69	3	63	1	...	...	6	...	...	...	1	...	...	...	1
Classical and scientific colleges.	69	3	63	1	...	...	6	...	...	...	1	...	...	...	1
SOUTH CAROLINA.....	98	2	67	...	1	...	...	...	...	2	30	...	...	...	...
Classical and scientific colleges.	35	2	34	...	1	...	...	...	...	2	...	...	...	...	...
Colleges for women.....	33	...	33	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools.....	30	...	...	...	...	...	...	...	...	...	30	...	...	...	...
TENNESSEE.....	591	23	230	4	31	...	3	2	...	13	11	264	1	50	5
Classical and scientific colleges.	511	23	150	4	31	...	3	2	...	13	11	264	1	50	5
Colleges for women.....	80	...	80	...	...	...	...	...	...	...	...	...	...	...	...
TEXAS.....	44	3	38	1	6	...	...	...	...	...	1	...	...	...	1
Classical and scientific colleges.	32	3	26	1	6	...	...	...	...	...	1	...	...	...	1
Colleges for women.....	12	...	12	...	...	...	...	...	...	...	...	...	...	...	...
VERMONT.....	85	11	29	3	5	...	1	...	...	...	3	50	...	...	5
Classical and scientific colleges.	82	11	26	3	5	...	1	...	...	...	3	50	...	...	5
Colleges for women.....	3	...	3	...	...	...	...	...	...	...	...	...	...	...	...

a Includes 5 degrees not specified.

b Degrees not specified.

c Includes 3 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
VIRGINIA.....	176	15	84	.....	32	...	3	1	.....	8	.....	13	...	44	6
Classical and scientific colleges.	161	15	69	.....	32	...	3	1	.....	8	.....	13	...	44	6
Colleges for women.....	15	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
WEST VIRGINIA.....	18	.....	15	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Classical and scientific colleges.	15	.....	12	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colleges for women.....	3	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
WISCONSIN.....	a180	9	69	2	35	...	2	.....	.....	37	5	.....	.....	34	2
Classical and scientific colleges.	125	9	64	2	35	...	2	.....	.....	.....	5	.....	.....	34	2
Colleges for women.....	a8	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools.....	37	.....	.....	.....	.....	.....	.....	.....	b37	.....	.....	.....	.....	.....	.....
DISTRICT OF COLUMBIA.....	107	7	19	2	3	...	2	2	...	6	2	27	...	50	1
Classical and scientific colleges.	75	7	19	2	3	...	2	2	...	6	2	24	...	21	1
Professional schools.....	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	...	...	29	.....
WASHINGTON TERRITORY.....	5	.....	2	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Classical and scientific colleges.	5	.....	2	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Includes 3 degrees not specified.

b Includes 34 ordained as priests during the year.

As a means of maintaining the full significance of scholastic honors one of two conditions should be made a requisite for degrees: (1) a special examination, or (2) extended research or other worthy achievement in the department of knowledge represented by the degree. Our leading institutions insist more and more upon these requirements and the relative proportion of honorary degrees decreases from year to year.



TABLE XVI.—*Summary of statistics of additional public libraries for 1881.*

States.	Number of libraries.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Amount of permanent fund.	Total yearly income.	Yearly expenditure.	
							Books, periodicals, and binding.	Salaries and incidentals.
Alabama .....	1	500	218	.....	.....	\$37	.....	.....
California .....	3	41,916	a1,968	.....	.....	.....	b\$7,176	.....
Colorado .....	1	400	110	.....	.....	.....	.....	\$60
Florida .....	1	595	45	.....	.....	.....	90	.....
Illinois .....	6	37,972	c5,242	b11,937	.....	a2,118	d1,894	a1,783
Indiana .....	3	2,356	1,156	b1,000	b\$161	b549	b470	b76
Iowa .....	1	1,000	700	.....	.....	.....	400	.....
Kansas .....	1	511	20	84	0	22	20	0
Kentucky .....	3	1,601	206	.....	.....	.....	b200	.....
Louisiana .....	1	750	50	80	0	200	100	100
Massachusetts .....	5	20,045	c2,505	d95,005	b1,000	d6,518	a3,471	d4,233
Michigan .....	2	4,871	4,303	b16,177	.....	b633	b611	b21
Mississippi .....	2	1,830	b20	.....	.....	.....	.....	.....
Missouri .....	1	325	25	.....	.....	.....	.....	.....
Nevada .....	1	580	30	300	0	0	.....	0
New Hampshire .....	6	8,684	2,897	e32,226	a5,000	e1,383	e776	d497
New York .....	11	29,786	f1,108	e29,905	b5,000	d323	d158	a15
North Carolina .....	2	2,700	b100	b1,216	b3,000	b240	b240	0
Ohio .....	2	1,511	.....	b3,240	.....	.....	.....	.....
Pennsylvania .....	3	1,560	334	b650	.....	.....	.....	b150
Rhode Island .....	5	6,708	1,897	14,314	.....	1,108	623	d472
South Carolina .....	3	4,034	922	a3,864	.....	b80	b80	.....
Tennessee .....	1	500	100	.....	0	0	60	40
Texas .....	2	2,610	750	.....	.....	b500	b540	.....
Vermont .....	3	1,260	a459	a2,298	.....	a226	a206	b19
District of Columbia .....	1	500	50	.....	0	0	.....	0
Total .....	71	178,105	g25,215	h212,296	i14,161	j13,937	k17,115	l7,466

a 2 reporting.

b 1 reporting.

c 4 reporting.

d 3 reporting.

e 5 reporting.

f 8 reporting.

g 59 reporting.

h 30 reporting.

i 6 reporting.

j 28 reporting.

k 32 reporting.

l 20 reporting.

Adding the totals of the preceding summary to those of the summaries of 1880, 1879, 1878, 1877, 1876, and of the Special Report on Public Libraries published by this Bureau in 1876 (see also the Report of the Commissioner of Education for 1875, p. cvii), we have the following aggregates for the libraries now reported :

Total number of public libraries reported, each having 300 volumes or upwards .....	3,988
Total number of volumes .....	12,889,598
Total yearly additions (1,749 libraries reporting) .....	507,832
Total yearly use of books (883 libraries reporting) .....	9,912,760
Total amount of permanent fund (1,765 libraries reporting) .....	\$6,832,657
Total amount of yearly income (1,000 libraries reporting) .....	1,474,585
Total yearly expenditure for books, periodicals, and binding (923 libraries reporting) .....	636,594
Total yearly expenditures for salaries and incidental expenses (773 libraries reporting) .....	781,869

It should be noted, however, that the figures for these items are but approximately true for the libraries of the country, inasmuch as they do not include the very considerable increase of the 3,647 libraries embraced in the Special Report on Public Libraries or the increase of the 270 libraries embraced in the Reports of the Commissioner of Education for 1876, 1877, 1878, 1879, and 1880, from the dates thereof to the present time.

The idea that a library is not a luxury but a necessity has become recognized among the most intelligent people. It has powerful influences which penetrate deeply and widely through nearly all classes to refine their tastes and elevate their principles as certainly as the organized systems of school instruction, though perhaps less rapidly. The general tendency of persons who continue the practice of drawing books from a library has been stated by good authority to be a gradually increasing interest in a more instructive and improving class of books than that for which they had at first shown a preference. A librarian has an opportunity to stimulate and direct this upward tendency, and where it is most apparent there is the greatest probability that this opportunity has been improved. "A collection of good books, with a soul to it in the shape of a good librarian," says Mr. Justin Winsor, "becomes a vitalized power among the impulses by which the world goes on to improvement." Manifestations of the appreciation of public libraries have appeared frequently in statutes providing for their support and protection. Not less than twenty States have legislated in their favor during the last decade. Few years go by in which some State, previously neglectful of its reading population, does not enact a law in the interest of free libraries. The statistics of additional public libraries previously given show their number and size to be greater this year than in any year subsequent to the publication of the special report on libraries in 1876. In 1880 the number of libraries reported was larger, but they contained fewer volumes. The functions of public libraries have been summarized by Hon. Mellen Chamberlain, of Boston, under the following heads:

First, in due proportion of funds to answer the requisition of scholars; second, to supply sufficient reading for all, and without inquiring too nicely whether that reading is merely for amusement or with some vague notion of acquiring useful knowledge; and lastly, that of instruction for the class who are generally pupils in the public schools.

#### LIBRARY MANAGEMENT.

The true aim of public library administration is to make the books in it accessible and useful to the greatest number of readers. The time has passed when the preservation of a library was the chief end in its economy. Methods of arranging, classifying, numbering, and charging books affect materially the usefulness of any collection, but a discussion of them would involve many questions and details that have only a secondary bearing on their educational value. These matters have been brought to a high degree of perfection, so that those skilled in them are familiar with excellent plans for conducting libraries of any size whatever. Librarians generally hold themselves in readiness to render assistance to libraries needing the help of experts.

The great need of a library, after it is supplied with books, is a qualified librarian. It would be difficult to say what are the most essential qualifications. A prime test of a librarian's quality, says Mr. Winsor, "is his power to induce an improvement in the kind of reading." Mr. S. S. Green, of the Worcester (Mass.) Free Public Library, mentions courteous disposition, sympathy, cheerfulness, patience, and enthusiasm as qualities peculiarly desirable in library officers. The following suggestive sentences are from the pen of Melvil Dewey, esq., of Boston:

The best librarians are no longer men of merely negative virtues. They are positive, aggressive characters, standing in the front rank of the educators of their communities, side by side with the preachers and the teachers. \* \* \* It is not now enough that the books are cared for properly, are well arranged, are never lost. It is not enough if the librarian can readily produce any book asked for. It is not enough that he can, when

asked, give advice as to the best books in his collection on any given subject. All these things are indispensable, but all these are not enough for our ideal. He must see that his library contains, as far as possible, the best books on the best subjects, regarding carefully the wants of his special community. Then, having the best books, he must create among his people, his pupils, a desire to read those books. He must put every facility in the way of readers, so that they shall be led on from good to better. He must teach them how, after studying their own wants, they may themselves select their reading wisely. Such a librarian will find enough who are ready to put themselves under his influence and direction, and if competent and enthusiastic he may soon largely shape the reading and, through it, the thought of his whole community.

#### LIBRARIES AND SCHOOLS.

Much attention is given to the use of libraries in connection with the public schools. Once it was the complaint that, though the school and the library stood side by side, no bridge stretched from the one to the other. Now librarians and the trustees of libraries generally are trying to coöperate with teachers and parents in directing into profitable channels the reading of children and youth. The younger children are helped to select interesting and instructive stories and books of history and travel; older ones are guided to the sources of history, the authorities in science, and the finest examples in literature. The choice of the books is aided by the acquaintance of the teacher with the tastes and capacities of his pupils, the discernment on the part of the librarian of their wants and his knowledge of the books that will supply them, and by the increasing abilities of readers to choose for themselves. Many circumstances and influences must unite in order to produce the highest degree of mutual helpfulness between the school and the library. Some of these essentials are mentioned by Mr. W. E. Foster, of Providence, as follows:

On the part of the pupil, then, are requisite a continuous mental development and sufficient scope of individuality; on the part of the teacher and librarian are requisite a genuine interest in the work and mutual coöperation. The choice of methods must aim to bring the strongest light of interest to bear on the presentation of each subject, and must be essentially direct and personal, and must follow up the first steps of continuous efforts. Instead of a policy which contemplates brilliant but superficial operations should be chosen one which, with patience and persistency, enters upon measures which require time for their development, but whose results are substantial and permanent.

A few years ago the trustees of the Quincy (Mass.) Public Library adopted a rule by which each of the schools might become practically a branch library, the master selecting a number of volumes from the main library and circulating them among his scholars. In the Wells School, Boston, a plan has been devised for promoting the study of good literature. It involves the loan from the Public Library to the public school of copies of some one book sufficient in number to enable the pupils of the school to read the same book at the same time. Once a week they are examined in a free conversational way as to the structure of the work, the relation of its parts, the spirit in which it was written, the excellence of its style and diction, and similar qualities. It is said that after a few months' study of "Leslie Goldthwaite's Journal" the pupils "came to have a perception more or less clear, according to the intellectual endowments of individual girls, of all those elements by which the professional critic is enabled to give judgment upon the value of any novel as a work of art." The use of libraries has been greatly increased in Cincinnati by interesting public school scholars in authors of unquestioned merit. The school district libraries of California are meeting with marked success. It is not too much to say that seven-eighths of them are doing good service in the education of the people. Mr. Foster has given some excellent rules for the guidance of pupils in their use of the public library. They are as follows:

- (1) Begin by basing your reading on your school text books.
- (2) Learn the proper use of reference books.
- (3) Use books, that you may obtain and express ideas of your own.
- (4) Acquire wholesome habits of reading.
- (5) Use imaginative literature, but



not immoderately. (6) Do not try to cover too much ground. (7) Do not hesitate to ask for assistance and suggestions at the library. (8) See that you make your reading a definite gain to you.

#### CATALOGUES AND INDEXES.

The practical value of libraries has been enhanced by the skill and industry employed in the preparation of catalogues and indexes. This technical and laborious work can be accomplished satisfactorily only by persons of talent and experience. General rules are adopted by library associations, and they furnish guidance and tend to secure uniformity of entries and arrangement. They have the same purpose and consequently are essentially alike in matters of substance. The details may depend on the fulness of entries, the kind of catalogue, the purposes of the library, and the characteristics of librarians. The mental qualities and the facilities possessed by the employés of any library will determine to a considerable extent the character of the catalogue issued by it. Such a work as the subject catalogue of the United States Surgeon General's Office could not come from a library which had inferior officers and ordinary facilities. It may be that some system of coöperation will be inaugurated by which catalogues for general use will be prepared by the combined effort of the men best able to do such work.

The movements in the line of indexing are attracting much attention. It is now considered feasible to index, not individual books only, but those of a class or subject. A series of publications entitled the *Q. P. Indexes* has been received with favor.<sup>1</sup> The earliest of them contain references to the articles which appeared in some single magazine during a selected period. Later numbers give references to contributions to several periodicals during a particular year. An index of articles relating to history, biography, literature, and travel contained in essays will be attempted in the near future. In the forefront of projects of this kind is the preparation of a greatly extended edition of *Poole's Index to Periodical Literature*. The work is being done through the coöperation of leading libraries under the direction of Mr. William F. Poole, of Chicago. He prescribed rules for indexing and assigned particular magazines to libraries possessing full files. The number of serials indexed up to February was 188, comprising 4,318 volumes. Mr. Poole said at that time :

The work of more than fifty of the coöperating libraries has been sent in, with the references to the current serials brought down to January, 1880. The matter has been revised by the editors, distributed under the first letter of the headings, and about six hundred pages of copy have been arranged for the printers. \* \* \* The arrangement and revising of the copy we estimate will be completed during the present year, and the printing will begin early in 1882 and will be carried on as rapidly as the nature of the work will permit. It will make a royal octavo volume of about 1,200 pages.

<sup>1</sup>This work has been undertaken by Mr. W. H. Griswold, a graduate of Harvard College, who studied two years in Europe and is now assistant to Mr. Spofford, librarian of Congress. His indexes show honest and well considered work and have received recognition abroad creditable to him as well as to the progress of indexing in the United States. The *Deutsche Rundschau*, in an extended notice, observes :

"The readers of the *Deutsche Rundschau* will be pleased to learn that an index of its authors and subjects has been published. This publication comes from America: Germans are not index makers. The work is excellently done and will be of great value to the readers of the *Rundschau*. Mr. Griswold has made similar indexes to several American periodicals. His work shows great industry and accuracy. Open it where one may, there is no possibility of mistake. These indexes will be exceedingly useful to libraries having the periodicals covered by them."



TABLE XVII.—*Summary of statistics of training schools for nurses.*

	Name.	Number of instructors.	Present number of pupils.	Graduates in 1881.	Total number of pupils since organization.	Graduates since organization.
1	Connecticut Training School for Nurses (State Hospital).	4	24	8	116	43
2	Illinois Training School for Nurses .....	3	10	0	10	0
3	Boston City Hospital Training School for Nurses .....	9	50	9	159	21
4	Boston Training School for Nurses (Massachusetts General Hospital).		42	15	247	73
5	Training School for Nurses (New England Hospital).....		17	6	120	46
6	Missouri School of Midwifery .....	3	16	21	180	173
7	Brooklyn Training School for Nurses.....		12	0	12	0
8	New York State School for Training Nurses .....	6	7	7	54	54
9	Buffalo General Hospital Training School for Nurses..	12	15	3	33	5
10	Charity Hospital Training School.....	12	40	16	130	90
11	Mount Sinai Training School for Nurses .....		26	0	28	0
12	Training School for Nurses (Bellevue Hospital) .....	6	64	28	148	148
13	Training School of New York Hospital .....	8	26	12	70	52
14	Training School for Nurses (House and Hospital of the Good Shepherd).	8	10			
15	Nurse Training School of the Woman's Hospital.....	6	31	4	117	46
16	Philadelphia Lying-in Charity and Nurse School.....					
17	Washington Training School for Nurses.....	7	24	3	40	3
	Total .....	84	414	133	1,464	754

The list of nurse training schools has been increased during the year by the opening of two schools, one in Chicago and one in New York City. The latter school was in contemplation as early as 1879. The death of the lady who was most deeply interested in its establishment postponed active operations; other ladies, however, soon took up the work and made plans for the organization of a school. These plans were approved by the Mount Sinai Hospital and a society was incorporated to carry them into effect. Subscriptions were solicited and \$6,410 raised. A house was rented and furnished, that the nurses and pupils might have a pleasant home when off duty. The rules of the home are few and simple, requiring the inmates to rise and retire at seasonable hours and to observe the usages of refined homes. The Mount Sinai Hospital has coöperated with the managers of the nurse training school and has opened its wards for the education of the pupils.

Mrs. Thomas Burrows, the recording secretary of the Society of the Illinois Training School for Nurses, Chicago, at its first annual meeting, October 1, 1881, gave the following interesting sketch of the origin of the school:

One year ago to-day sixteen ladies met at the Palmer House for the purpose of organizing a training school for nurses. These ladies were thoroughly in earnest, believing that such a school was sadly needed, not only for the benefit of the sick, but to furnish to those women who desire to become skilled nurses such facilities as would open to them a self supporting and honorable profession. Twenty-five ladies were duly elected as a board of managers. From this number were elected Mrs. C. B. Lawrence president, two vice presidents, a recording and corresponding secretary, and treasurer. A charter was obtained, and a constitution and by-laws adopted. The standing committees were duly elected, as follows: hospital, household, publication, finance, auditing, executive, and nominating, with an advisory board of fifty gentlemen. After it had been fully decided by the commissioners of Cook County Hospital to give the training school board full control of two wards, subject to the existing rules and regulations of the hospital,

the first effort was made to interest the general public in the enterprise. For this purpose a meeting was called on the evening of the 15th of January in the appellate court rooms at the Grand Pacific Hotel. The response was noble and generous, and from that time forward the earnest and heartfelt interest of the people of Chicago was made manifest in the gift to our training school, by individual donation, of \$15,085. Miss M. E. Brown, assistant superintendent of the Bellevue Hospital Training School, was so highly recommended to us for superintendent that she was engaged, and with great satisfaction are we able to say that our expectations in regard to this lady have been more than fulfilled. Then came the renting and furnishing the Home, now located at 69 Flournoy street, and on May 1 Miss Brown, with her two head nurses and eight pupil nurses, assumed their duties in wards A and C of Cook County Hospital.

The Washington Training School for Nurses held its first regular commencement in May last. The society in charge of the school then conferred its certificates upon three graduates. Earlier in the year a loan exhibition was held, for the purpose of obtaining a fund for the establishment of a Home. The pecuniary result was not equal to anticipations, but the exhibition called attention to the merits of the school and enlisted the sympathy and coöperation of many citizens.

Louis L. Seaman, M. D., chief of staff of Charity Hospital, New York City, in his report for 1881, gives a retrospective view of events bearing on the history of nurse training schools. The first public hospital, says Dr. Seaman, was founded in Rome in the fourth century by Fabriola. About the same time another Roman lady, Paula, took up her residence in Bethlehem of Judea and assembled around her a community of women who are the prototypes of modern nurses. The oldest hospital in existence is the Hôtel Dieu, in Paris. It was founded in the seventh century and has enrolled on its records the successive orders of Sisters that have ministered to the sick within its walls. The Sisters of Charity were organized in the seventeenth century, and have contributed much to the relief of suffering. The nurse training of this century commenced at Kaiserswerth, a little village on the Rhine, near Düsseldorf, in 1836. The establishment there has become known, not so much through Pastor Fliedner, its founder, as on account of the attendance of Florence Nightingale, who went there in 1851 to perfect her training as a nurse. The term of instruction and service at Kaiserswerth was three years, and there was no lack of applicants, though a fee was charged for the training. Special recognition of the need of trained nurses was made by the sanitary commission during the late civil war, when distinguished physicians and surgeons proposed to educate and drill in a thorough and laborious manner one hundred women suited to become efficient nurses in army hospitals.

An account of the work of missionary nurses, furnished by the superintendent of the Woman's Branch of the New York City Missions, shows the field for philanthropic labor open to the nurse. The following extracts are taken from it:

It is now about five years since a graduate of the Bellevue Training School for Nurses gave up her prospect of pecuniary advantage as a private nurse and devoted herself to caring for the sick poor in connection with our missionaries, and became the pioneer of missionary nurses. Since then that branch of the work has steadily advanced. It has increased in favor with rich and poor, increased in power and efficiency, and we wonder how we ever did good work without it. A part of the last year we employed eight nurses, each and all constantly occupied, often far beyond ordinary power of endurance.

Too much cannot be said of the constant and untiring devotion of these self sacrificing workers, who forget fatigue, extreme cold, heat, or storm, when the interests of a patient demand their attention. The pressure on them is so great that we are obliged to limit their service to day-time and within certain hours. The nurses have made during the year over nine thousand visits, carrying relief and comfort to 1,738 patients. \* \* \* The nurses have expended for medicines and nourishment \$1,172.94, have given 1,251 garments, and lent for the comfort of the sick 536 articles.

#### DEFECTIVE CLASSES.

A table on the following page, derived from the United States Census of 1880, shows the number of deaf-mute, blind, feeble-minded, and insane persons enumerated in each State and Territory.

*Defective classes of the population of the United States, from the Census of 1880.*

States and Territories.	Defective classes containing teachable children.				Insane.	Aggregate.
	Deaf-mutes.	Blind.	Feeble-minded.	Total.		
Alabama.....	693	1,399	2,223	4,315	1,521	5,836
Arkansas.....	489	972	1,374	2,835	789	3,624
California.....	382	644	507	1,533	2,503	4,036
Colorado.....	85	104	77	266	99	365
Connecticut.....	565	613	817	1,995	1,723	3,718
Delaware.....	84	127	269	480	198	678
Florida.....	118	215	369	702	253	955
Georgia.....	819	1,634	2,433	4,886	1,697	6,583
Illinois.....	2,202	2,615	4,170	8,987	5,134	14,121
Indiana.....	1,764	2,238	4,725	8,727	3,530	12,257
Iowa.....	1,052	1,310	2,314	4,676	2,544	7,220
Kansas.....	651	748	1,083	2,482	1,000	3,482
Kentucky.....	1,275	2,116	3,513	6,904	2,784	9,688
Louisiana.....	524	845	1,053	2,422	1,002	3,424
Maine.....	455	797	1,325	2,577	1,542	4,119
Maryland.....	671	946	1,319	2,936	1,857	4,793
Massachusetts.....	978	1,733	2,031	4,742	5,127	9,869
Michigan.....	1,166	1,289	2,181	4,636	2,796	7,432
Minnesota.....	500	448	729	1,677	1,145	2,822
Mississippi.....	606	1,071	1,579	3,256	1,147	4,403
Missouri.....	1,598	2,258	3,372	7,228	3,310	10,538
Nebraska.....	287	220	356	853	450	1,303
Nevada.....	10	24	18	52	31	83
New Hampshire.....	221	412	703	1,336	1,056	2,392
New Jersey.....	527	829	1,056	2,412	2,405	4,817
New York.....	3,762	5,013	6,084	14,859	14,111	28,970
North Carolina.....	1,032	1,873	3,142	6,047	2,028	8,075
Ohio.....	2,301	2,960	6,460	11,721	7,286	19,007
Oregon.....	102	87	181	370	378	748
Pennsylvania.....	3,079	3,884	6,497	13,460	8,304	21,764
Rhode Island.....	150	300	234	684	684	1,368
South Carolina.....	564	1,100	1,583	3,252	1,112	4,364
Tennessee.....	1,108	2,026	3,533	6,667	2,404	9,071
Texas.....	771	1,375	2,276	4,422	1,564	5,986
Vermont.....	212	486	803	1,501	1,015	2,516
Virginia.....	998	1,710	2,794	5,502	2,411	7,913
West Virginia.....	520	625	1,367	2,512	982	3,494
Wisconsin.....	1,079	1,075	1,785	3,939	2,526	6,465
Arizona.....	7	27	11	45	21	66
Dakota.....	63	63	80	226	72	298
District of Columbia.....	169	164	107	440	938	1,378
Idaho.....	7	6	23	36	16	52
Montana.....	9	12	15	36	59	95
New Mexico.....	70	358	122	550	153	703
Utah.....	118	126	148	392	151	543
Washington.....	24	47	47	118	135	253
Wyoming.....	11	4	2	17	4	21
Total 1880.....	33,878	48,928	76,895	59,701	91,997	251,968
Total 1870.....	16,205	20,320	24,527	61,052	37,882	98,434

We are not yet free from the tendency to give the name asylum to institutions designed for the benefit of children and youth suffering from such defects as inability to

speak, or hear, or see, or from mental deficiency. When these institutions were first established they were looked upon as great charities, and the public generally regarded them with more interest as means of relief than as schools for the training of young persons having deficiencies in mind or body. Since that period there has been great progress on the part of all communities among us in acknowledging that education for any youth who can be benefited by it is not a charity but a right, and that the state in providing institutions of this class is not bestowing a charity but discharging a duty, if such a distinction may be made. On the other hand, the development of dependence in its various forms from disease or feebleness of mind or body has necessitated better provision for those suffering in this way; and it has been found alike humane and economical to bring such persons together in centres or retreats. These institutions, all will agree, may with propriety be called asylums, and those in them designated the asylum class, as it is termed in social science. But none need be told how widely all these establishments differ from those intended for the instruction and training of the youth of any condition. A proper use of terms, then, would suggest the dropping of "asylum" in connection with all schools for these several classes. Another reason for the disuse of this term is found in the fact that it suggests to many legislators the idea of making provision only for the shelter, food, and clothing of these youth, whereas they can accomplish their purpose only by just and proper provisions for carrying on the work of education. A careful survey of these institutions will disclose the fact that suffering for lack of proper text books, books of reference, maps, or other means of illustrations, or laboratories and workshops for industrial training, or persons of a sufficiently high order of qualification as teachers, arises in part at least because estimates of expense are made simply for the keeping of so many children. It should never be forgotten that education is the prime object in the establishment of these institutions. It may be that in some instances legislation to alter their designation will be advisable.

## TABLE XVIII.—INSTITUTIONS FOR THE DEAF AND DUMB.

Following is a summary of statistics of institutions for the deaf and dumb for the year 1881.



TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb.*

States and Territories.	Number of institutions.	Instructors.		Number under instruction during the year.			Total number who have received instruction.
		Total number.	Number of semi-mutes.	Total.	Male.	Female.	
Alabama.....	1	6	a3	50	30	20	190
Arkansas.....	1	4	0	77	45	32	160
California.....	1	b12	.....	116	70	46	239
Colorado.....	1	3	.....	38	.....	.....	53
Connecticut.....	2	17	2	236	145	91	2,342
Georgia.....	1	4	2	70	36	34	300
Illinois.....	c2	32	3	633	372	261	1,480
Indiana.....	1	18	6	405	224	181	1,395
Iowa.....	1	12	3	198	117	81	600
Kansas.....	1	7	0	142	74	68	240
Kentucky.....	1	8	d4	139	78	61	788
Louisiana.....	1	3	.....	43	23	20	.....
Maine.....	1	4	0	26	14	12	29
Maryland.....	3	b16	1	141	81	60	278
Massachusetts.....	3	21	1	180	88	92	400
Michigan.....	3	18	2	293	162	131	982
Minnesota.....	1	8	4	134	83	51	258
Mississippi.....	1	4	1	56	28	28	123
Missouri.....	2	14	3	291	174	117	829
Nebraska.....	1	7	e1	97	60	37	144
New York.....	6	82	11	1,345	756	589	4,147
North Carolina.....	1	9	1	109	58	51	349
Ohio.....	2	28	5	560	302	258	1,952
Oregon.....	1	2	0	15	8	7	43
Pennsylvania.....	6	30	5	564	326	238	2,177
Rhode Island.....	1	4	0	19	11	8	19
South Carolina.....	1	5	3	38	15	23	b164
Tennessee.....	1	6	0	100	60	40	.....
Texas.....	1	5	0	89	53	36	202
Virginia.....	1	7	1	96	54	42	530
West Virginia.....	1	6	2	78	46	32	183
Wisconsin.....	3	16	.....	243	141	102	664
District of Columbia.....	f2	12	3	114	103	11	431
Dakota.....	1	1	1	5	4	1	0
Total.....	57	431	g68	h6,740	3,841	2,861	21,691

a Deaf-mutes.

b Including the department for the blind.

c One of these represents the Chicago system of deaf-mute schools, to which belong, besides the Deaf-Mute High School, four primary schools.

d Three are deaf-mutes.

e A mute.

f This includes the National Deaf-Mute College.

g Six are deaf-mutes and 1 mute.

h Sex of 38 not reported.

TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb—Continued.*

States and Territories.	Number of graduates who have become teachers.	Libraries.		Property, income, &c.			
		Number of volumes.	Increase in the last year.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama .....	2	a500	a100	\$50,000	a\$15,000	.....	a\$13,500
Arkansas.....	1	75	0	30,000	b4,000	\$0	14,676
California .....	3	.....	.....	a325,000	a40,000	0	a40,000
Colorado .....	.....	70	.....	20,000	c16,935	0	15,835
Connecticut.....	28	2,200	.....	256,000	38,949	3,006	52,825
Georgia .....	3	1,000	50	40,000	15,000	0	14,241
Illinois.....	15	5,591	804	300,000	100,000	.....	88,792
Indiana .....	.....	3,006	.....	458,110	55,000	0	54,831
Iowa .....	0	482	0	200,000	57,280	0	50,280
Kansas .....	.....	500	100	54,000	19,500	0	19,500
Kentucky.....	.....	800	25	200,000	23,003	d4,439	26,705
Louisiana .....	.....	350	.....	50,000	.....	.....	.....
Maine .....	.....	.....	.....	.....	4,000	.....	.....
Maryland .....	3	4,150	220	330,000	30,450	500	29,254
Massachusetts.....	0	1,156	.....	97,000	11,888	3,591	26,952
Michigan.....	.....	2,456	20	407,500	40,000	600	45,600
Minnesota.....	2	850	10	200,000	24,000	0	24,000
Mississippi.....	.....	600	.....	100,000	9,500	0	10,000
Missouri.....	3	1,000	.....	162,789	45,000	0	35,236
Nebraska.....	0	762	160	61,000	39,950	0	16,450
New York.....	87	5,511	187	913,914	e291,311	53,238	366,676
North Carolina.....	8	600	.....	a75,000	.....	.....	a34,000
Ohio.....	40	.....	.....	750,000	84,454	.....	85,018
Oregon.....	.....	0	.....	.....	f3,000	.....	.....
Pennsylvania.....	16	5,100	30	500,000	164,800	1,452	97,711
Rhode Island.....	0	280	.....	.....	.....	0	.....
South Carolina.....	.....	.....	.....	a35,000	a7,800	.....	a7,166
Tennessee.....	0	300	0	200,000	22,000	.....	22,000
Texas.....	.....	108	.....	90,000	.....	.....	7,700
Virginia.....	3	500	10	a250,000	a33,480	0	a32,301
West Virginia.....	1	591	49	a80,000	a25,000	0	a30,057
Wisconsin.....	.....	1,000	.....	124,000	30,000	1,502	50,048
District of Columbia .....	31	.....	.....	650,000	g53,500	.....	56,108
Dakota.....	0	0	.....	4,000	2,000	.....	.....
Total .....	246	39,538	1,765	7,013,313	1,309,795	68,328	1,367,462

a Including the department for the blind.

b For salaries, \$125 per capita for support.

c Total receipts from all sources.

d From labor and interest on permanent fund.

e Includes some appropriations from counties.

f For two years.

g Congressional appropriation.

A few events of public interest have occurred during the past year among the schools for the deaf and dumb. The legislature of Michigan has passed an act reorganizing its State institution. The Pennsylvania institution has been named as the recipient of a generous legacy, in consequence of which it resolved to establish two additional schools, one to be taught by the oral and the other by the manual method. The oral school has been organized. A school for deaf-mutes, opened last year at Sioux Falls, Dak., has re-

ceived aid from the city and from the territorial legislature, such as to give it promise of a permanent growth. The legislature of Georgia has appropriated \$2,500 for fitting up a department in the State institution for colored pupils, and as much more for the expense of giving them instruction. It has also permitted the attendance of day scholars. The Iowa institution has been given a printing office and has commenced the publication of a monthly paper. A gymnasium, 62 by 48 feet in area, has been completed and equipped for the Columbia Institution at Washington, D. C. It contains a swimming pool and bowling alley on the first floor and approved apparatus on the second floor. The Kentucky institution is erecting a chapel and a building for boys at an expense of over \$40,000, a large part of which has been appropriated by the legislature.

## DAY SCHOOLS FOR DEAF-MUTES.

There are in several cities schools for deaf-mutes under the control of the municipal school authorities. Among them are the Chicago day schools, the Portland (Me.) day school, the Horace Mann School at Boston, the St. Louis day school, and the Scranton (Pa.) deaf-mute school. The Chicago day schools are five in number and were maintained during the year past at an expense of about \$3,800, which was paid from a State appropriation of \$15,000 made for the purpose in 1879. The pupils numbered 55. The average attendance was nearly 81 per cent. of the enrolment, although many of the children lived at considerable distances from the schools. Instruction was given only in the most elementary branches. The Portland school is supported by the State, but appropriations to it have been too meagre to allow it to do the work it might. The Horace Mann School for the Deaf was established in 1869 for the purpose of affording free instruction to the deaf-mute children of Boston and vicinity in such a way that the expense to the State would be small and the opportunity be offered children of residing at home during the time of instruction. The school occupies a building containing eight class rooms, a reception room, and play room. "And in this cheerful place," says Miss M. G. Morrison, "in an atmosphere of encouragement and affection, the children gladly stay during five hours of the day, while the teachers, who are enthusiasts in their work, patiently try to fit them to take their places more equally in the struggle of life." In the half year ending July 1, 1881, there were 74 beneficiaries. The sum expended for them by the State was \$3,524.10. Children not beneficiaries are received and pay a sum equal to the average cost of tuition. It is designed that the school shall give an elementary English education, first imparting to pupils the meaning and use of ordinary language. It aims to teach its pupils to speak and to read the speech of others from their lips. One teacher is allowed for every ten scholars. The St. Louis school for deaf-mutes was opened nearly three years ago. It has two teachers and between forty and fifty pupils. The pupils are divided into four classes and pursue studies ranging from the most elementary lessons to physical geography, written arithmetic, and United States history. The principal of the school, Mr. D. A. Simpson, presents many arguments to prove that it is best for deaf children to remain at home during their school days, and answers the objections to day schools as follows:

The only strong point which opponents of day schools can advance is the difficulty of classification of pupils and the large percentage of daily absence from school. To this it may be replied that some of the very important advantages which a day school has over a State institution more than compensate for this difficulty of classification, and, as to absence from school, it is not at all true, as far as the St. Louis day school is concerned, that the percentage of daily absence is large. Here, with forty-one pupils enrolled, the average daily absences do not often exceed four, less than one from each class.

Schools similar to those in Chicago have been established in London, and placed by the school board under the supervision of Rev. William Stainer. In order to extend their benefits, homes have been opened near them for the accommodation of children living at a distance. An account of these homes says:

Mr. Stainer, aided by benevolent friends, has opened at two or three points near the schools "ladies' Christian homes," where the children are brought together and provided with board and lodgings from Monday until Friday, returning to their homes for Saturday and Sunday. Each home has accommodations for forty children, and they are re-



ceived as young as four years of age. Their parents pay the cost of their food. Besides the weekly boarders, there are some children who, having no homes of their own, are placed in these establishments as permanent boarders by boards of guardians, the Royal Association in Aid of the Deaf and Dumb, and benevolent individuals. The advantage of the homes is not only that children living at a distance are brought near to the schools, but also that out of school hours they are surrounded with educational and moral influences, while still maintaining their family relations and home ties by weekly visits.

#### EARLY INSTRUCTION.

The education of the deaf-mute child should be commenced in the home at the earliest practicable moment. He should be encouraged in all active exercises, since they occupy his mind and strengthen his body. He should be shown novel and interesting objects, that his powers of observation may be quickened and his mind furnished with material for thought. The finger alphabet, simple writing and drawing, and the meaning of figures may be taught by parents or by older brothers or sisters. Above all, the moral education of the child should not be neglected, as his future acquirements depend largely upon it. Much is said about the age at which children should be placed in institutions. The rules of the Michigan school fix nine years as the lowest age at which a child may ordinarily be admitted. Children six years old are found in the Clarke Institution at Northampton, Massachusetts. The pupils of the Horace Mann School must be over five years of age. As the deaf child has more than ordinary difficulties to overcome in obtaining an education, there should be no obstacle placed in the way of his entrance upon school life at as early an age as may be deemed advisable, which will vary with the nature of the school and the methods of instruction adopted.

The order in which elementary instruction proceeds in the New York Institution has been given recently by its principal, Isaac L. Peet, LL. D., and it may be taken as an illustration of the studies by which pupils become prepared for higher work. The first step is to enable the pupil to associate an object directly with its name. Objects whose names contain many different letters of the alphabet are presented to the eye as soon as possible. The second step is to analyze the words and to teach the pupil to make the letter of the manual alphabet which corresponds to each letter in the word. The third step is for the pupil to learn to write the words. After this comes the introduction of sentences which signify that one thing is asserted of another. The different tenses of the verb, personal and demonstrative pronouns, and other modifications of words are gradually introduced. The intermediary used is the manual alphabet, but semi-mutes are allowed none, vocalization being required of them. Gestures and natural signs are introduced later, and by their use lectures on morals, government, science, history, &c., are given.

Kindergarten principles have been recognized in the instruction of the deaf. It was thought by some that the usefulness of the system would be seriously impaired by the omission of the musical part of the exercises; but the success attendant upon its adoption has been encouraging.

Mr. Z. F. Westervelt, principal of the Western New York institution, says:

In our Kindergarten we receive all children under twelve, those who enter at six having six years' instruction in this department. They are constantly under supervision, and the manner of instruction is designed to be such as to make all the incidents and affairs of daily life educative and to lead the child to learn by observing. This class contains forty pupils, who, in two divisions, are under the care of two teachers during the school hours and attended by two nurses while out of school. The little ones spend as much time as possible in out-door games and walks, and when in the house are occupied with games arranged by their teachers for their amusement and instruction. We had found it difficult among the games and occupations of the German Kindergarten to find those which could be adopted in the instruction of our children; but in trying to discover the principles underlying the natural development of the child's mind—the principles upon which Fröbel's system is based—we have been interested and encouraged in working out a plan of our own.

Kitchen garden lessons have been given to the pupils of the Horace Mann School, at Boston. The report for 1881 says:

In the early part of the school year, the committee in charge received and accepted a



proposal for a course of kitchen garden lessons, including the loan of necessary apparatus, and the results are highly satisfactory. This instruction was provided by a benevolent lady (Mrs. Augustus Hemmenway), who had established similar classes in different parts of the city. Once a week a class of twenty-four girls was taught by an experienced teacher. The opportunity to have the apparatus at the school was of great value to the children, who were thus made familiar with the names of household implements and with the language associated with their use. As little girls often learn thoroughly the varieties of common sewing by dressing their dolls, so they can learn household avocations by handling miniature utensils and articles under skilful direction, and can thus acquire early neat and careful ways of doing housework. These twenty-four girls will never forget the instruction received to lay tables in the proper way, to sweep and dust rooms, to make beds, and to wash clothes. Their progress in learning the language of home life was very marked and was one of the most important results of this course of object lessons.

## SPECIAL INSTRUCTION.

Cookery has been considered by the officers of several schools a suitable subject of study for deaf-mute girls, as preparing them for home life or training them for an honorable employment. A course of lessons has been given recently at the North Carolina Institution by Mrs. Helen Campbell to a class of ten girls. Some of these had come from homes where cooking utensils were few and the variety of table dishes extremely limited. To them the articles to be cooked and the appointments of the room in which the lessons were given were mysteries. The instruction covered only a small field and was of the simplest kind. Breadmaking in all its forms and the best cooking of meats and ordinary vegetables made up the greater part of the work. At the end of a three months' course the class prepared an excellent supper for the trustees, which seemed to convince the most skeptical of the value of the instruction given.

The introduction of instruction in manual occupations into schools for deaf-mutes is advocated by those interested in their education. Four reasons for doing this are given by Hon. Samuel Ayres, president of the board of commissioners in charge of the Kentucky Institution for the Deaf and Dumb, as follows :

(1) The school term of those who attend closes usually at an age when they are merging into manhood and womanhood and should begin to be self dependent. (2) There are two or three hours a day, after arranging for study and recreation, that would be spent in idleness, and hence unprofitably and hurtfully, unless labor of some kind were provided. (3) The regular and systematic exercise so provided, while inculcating industrious habits, is promotive of health. (4) Mutes find it well nigh impossible to get places for learning trades when equally intelligent speaking youths are their competitors; and even if they could secure such places they would scarcely get the care necessary for their proper instruction from those who found it difficult to communicate with them and point out defects in their work.

An idea of the shops which some schools have and of the uses to which they are put may be obtained by the following statement about those connected with the West Virginia Institution for the Deaf and Dumb and the Blind. Mr. Covell, the principal, says:

This department embraces six shops, in which are taught the following branches of handicraft, viz, carpentry and cabinet work, shoemaking, tailoring, broom and mattress making, chair caning, and printing. To these we may add the girls' sewing room, in which all of the articles of their clothing are made besides the underwear of the boys. These shops are now on a substantial footing and are in the hands of skilful, industrious, and intelligent foremen. The shop hours are from 2 to 5 P. M. for the boys and from 2 to 4 P. M. for the girls. The carpenter and cabinet shop answers all the demands upon it for necessary repairs to the buildings, fences, school and other furniture, besides supplying new tables, desks, &c., for the study rooms, school rooms, and shops. The shoe shop furnishes the pupils with good and substantial shoes and fills orders from the town and county for every style of work. The tailor shop supplies all the boys with one or two uniform suits each session, of a good article of cadet gray, and, so far as time will allow, fills orders from parties outside of the institution. The mattress, broom, and chair shops are reserved for the special benefit of the blind boys. \* \* \* \* \* In the printing office five or six of our brightest deaf-mute boys find full employment as printers and compositors in general job work or on the columns of their weekly paper, the *Tablet*. The returns from the finished work sold by the shops rather more than cover the outlay for material purchased for them, but not to such an extent as to pay more than a small per cent. of the wages of the foreman.

The Nebraska Institute reports its workshop completed, its printing office in operation, and a carpenter shop doing work enough to be self-supporting. Baking and confectionery have been added to the trades taught in the Illinois institution. The business has been followed successfully by several pupils, and commends itself as being not only a good one on general principles, but also an enterprise whose products may be daily used in the establishment with which it is connected. Printing is one of the best trades, and almost the only one available in schools attended by quite young children. This trade, shoemaking, and carpenter and cabinet work are those most commonly taught. The report of the New York Institution gives the value of the production of its shops as follows: Carpenter shop, \$3,479; shoe shop, \$3,110; tailor shop, \$2,684; printing office, \$2,312; farm and garden, \$4,374. The contract system has been adopted in Indiana and is approved by the superintendent of the school. Usually the shops are in charge of hired mechanics, who combine teaching and labor. The pupils go out from them qualified to fill places in shops and factories. Six former pupils of the American Asylum at Hartford, Conn., who are employed by a clock company, are reported "fully up to the average of our employés" and "generally very quick to apprehend any sign in reference to form or finish of work." Four employed by a firm manufacturing tables and desks "are industrious, quick to learn, and capable workmen." Two young men, weavers, and a girl are in a woolen factory. The young men do work which falls short, not in quality but in quantity slightly; the girl is up to the average in every respect.

#### NATIONAL DEAF-MUTE COLLEGE.

The education of deaf-mutes is carried to its highest point in this country by the National Deaf-Mute College, at Washington, D. C., which was organized as an advanced department of the Columbia Institution for the instruction of the deaf and dumb children of persons living in the District of Columbia or belonging to the Army or Navy. The college has received generous attention from Congress and has been so provided for and conducted that youth from all sections of the country can pursue collegiate studies under the instruction of able professors at a small expense. The number of graduates exceeds fifty, and several times as many have attended upon a part of the course. Excellent work in many varied departments of labor is being done by many of the former students. The college course now includes one preparatory and four undergraduate years. The studies of the preparatory year are algebra, grammar, English history, and Latin; of freshman year, algebra, geometry, Latin (Sallust and Cicero), Greek (optional), and general history; of sophomore year, trigonometry, surveying, analytical geometry, zoölogy, botany, chemistry, Latin (Virgil), Greek (Iliad, optional), literature; of junior year, calculus, mechanics, physics, astronomy, chemistry (qualitative analysis), physiology and hygiene, French, Greek (Demosthenes, optional), history of civilization, composition, logic; and of senior year, literature, German, geology and mineralogy, mental and moral science, æsthetics, political economy, and international law.

The late President Garfield, a short time before his assassination, paid an eloquent tribute to the work of educating deaf-mutes. It was graduation day at the National Deaf-Mute College, and, as is the custom, the young men who had completed their course had been presented to him by the president of the college. To the address of presentation President Garfield replied:

I understand, sir, that you are "presenting" these young men to the country. Not long ago they were hardly a force or a power to their country. What your institution has done for them has made each of them a great power; and that increased power you to-day give to the country. Therein is the secret and beneficence of education.

It was supposed to be a wise saying that one who could make two blades of grass grow where only one was growing before was a benefactor. The man or institution that can multiply the power of a boy by three, four, five, ten, or, as you are doing, perhaps a hundred, is doing a vastly higher thing than the increase of blades of grass; and this institution, which takes a class of the community that the common law, before it had been warmed by the sweet charities of modern life, did not regard as citizens—for I believe that by the common law a deaf-mute was not considered a responsible person—I say this kind of educational work may almost be said to take these unfortunate people and create them into the full image of high, broad, and responsible citizenship. Therefore you do,

Mr. President, present these young gentlemen to the country in a much wider sense than colleges usually present their graduating class.

I would like to say another thing: That during these many years of public service I have loved to look upon this as a neutral ground, where, from all our political bickerings and differences, we come under the white flag of truce that should be raised over every school-house and college in the land. I am glad to say that, in spite of all the differences of party opinion, we have worked together in trying to make this institution worthy of our capital and our people. I am glad to believe that this progress will be unimpeded by any changes that may happen at the capital and unchanged by any vicissitudes that may happen to the country.

TABLE XIX.—*Summary of statistics of schools for the blind.*

States.	Number of schools.		Number of instructors and other employes.	Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Libraries.		Property, income, &c.				
							Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.
Alabama .....	1	2	0	15	38	(a)	(a)	\$50,000	(a)			(a)	
Arkansas.....	1	12	5	36	145			15,000	\$11,000	\$0	\$10,783	\$10,739	
California .....	1	632	0	30	107			(a)	(a)		640,000	(a)	
Colorado .....	(c)												
Georgia .....	1	15	4	61	217	1,000	100	75,000	22,000	375	d22,375	11,373	
Illinois .....	1	40		145	605			114,713	24,250	e6,698	30,948	28,299	
Indiana .....	1	29	5	127	672	2,100	100	374,644	e31,129		31,129	30,653	
Iowa .....	1	29	9	90	448	1,000	100	300,000	18,222	648	d18,870	25,563	
Kansas .....	1	6	2	52	139	340	40	100,000	11,140	0	11,140	9,640	
Kentucky .....	1	24	7	81	429	1,200	100	100,000	19,371		27,902	18,562	
Louisiana .....	1	f3	6	23	57	250	40	93,000	10,000	0	6,600	7,200	
Maryland .....	2	21	8	73	290	587		339,400	19,250	4,800	27,971	24,191	
Massachusetts ..	1	46	34	128	1,016	5,383	793	246,489	30,000	21,059	77,324	71,938	
Michigan.....	1	23		63	72	60		40,000	18,500		15,816	14,848	
Minnesota .....	1	11	2	28	57	425	25	30,000	7,000	0	7,000	7,000	
Mississippi.....	1	f7	12	32		427	40	6,000	8,400	0	d8,400	8,000	
Missouri .....	1	19	3	90	469	1,250	50	250,000	27,000	0	27,000	23,000	
Nebraska .....	1	9		22	41	250	50	15,000	7,800		7,800	4,962	
New York.....	2	82	3	406	1,787	2,377	131	709,480	77,557	h47,098	124,655	107,148	
North Carolina..	1							(a)				(a)	
Ohio .....	1	52	8	180	1,138	500		500,000	29,681	h5,132	34,813	32,950	
Oregon .....	1				30								
Pennsylvania ..	1	56	f15	192	1,116	2,000	300	j296,280	k51,375	4,915	73,540	71,246	
South Carolina..	1	2	1	15	45			(a)	(a)	l534	h8,334	(a)	
Tennessee.....	1	11	3	30	222	1,141	46	110,000	17,000	0	17,224	16,569	
Texas .....	1	24	3	84	485	701	20	75,000	18,710	0	18,710	19,910	
Virginia.....	1	9	2	32	253	200	20	(a)	(a)	0	h34,680	(a)	
West Virginia...	1	4	0	30	64	200	50	(a)	(a)	0	h30,702	(a)	
Wisconsin.....	1	25	1	83	299	1,600	2	175,000	18,800		20,245	19,668	
Total .....	30	593	133	2,148	10,241	22,991	2,007	3,925,006	481,185	91,259	733,961	563,459	

a Reported with statistics for the deaf and dumb (see Table XVIII and summary.)

b For both departments.

c School not yet opened.

d Total of items reported.

e Includes balance on hand from last fiscal year.

f Instructors only.

g Value of furniture.

h Includes income from other sources.

i Temporarily closed.

j Includes personal property, funds, and investments.

k Includes one quarter omitted in a former report.



Several institutions for the blind have recently lost by death warm friends and supporters. The Tennessee school has been deprived of a favorite trustee, Samuel Watkins, esq., and the Georgia academy of Dr. James Mercer Green, the president of its board of trustees since its organization in 1852. Among the items of brighter interest to the friends of education for the blind may be mentioned a successful series of concerts given by members of the Maryland Institution for the Instruction of the Blind, the raising of some \$37,000 toward providing a generous library for the blind in connection with the Perkins Institution at Boston, the appropriation of \$10,000 by the legislature of Georgia for the establishment of a department for colored persons in its Academy for the Blind, and the authorization by the New York legislature of the appointment of a committee to select a site and report plans for the organization of a "State Home for the Blind."

#### ESTABLISHMENT OF SCHOOLS FOR THE BLIND.

The annual report for 1881 of the Perkins Institution and Massachusetts School for the Blind gives an interesting account of the early history of schools for the blind, Mr. M. Anagnos, the director, says that the first attempts to educate the blind in America were made at Boston under the influence of Dr. John D. Fisher. At a meeting of those interested in the subject, held in February, 1829, this gentleman gave a detailed account of the processes employed in European schools to communicate knowledge to the blind, described the manufacturing processes by which they obtained a livelihood and exhibited specimens of books for their use. A committee was then appointed, and through its efforts "The New England Asylum for the Blind" was soon after incorporated. Two years later Dr. Samuel G. Howe was engaged as superintendent and sent to Europe to study institutions, to procure teachers, and to obtain the necessary apparatus for the instruction of the blind. Dr. Howe returned the next year and opened a school in his father's house, which soon gained a firm hold upon the public. Col. Thomas H. Perkins gave his mansion house, valued at \$25,000, to the enterprise on condition that \$50,000 be raised otherwise. This was done within a month. Neighboring States, as well as Massachusetts, made appropriations for the education of their blind in the school, and it was installed in a new home under the most propitious circumstances in September, 1833. In 1839 it was removed to better quarters in a more healthful location at South Boston.

Literary, musical, and industrial instruction was provided for in the plan of the school. In 1840 a department for the employment of pupils who had learned to work but had failed to find opportunities was opened. The making, cleansing, and renovating of beds, the manufacture of mats and brooms, and cane seating chairs were the occupations chosen. In 1850, a new workshop having been erected, the adult blind were removed from the main building, which had become crowded, and scattered about the neighborhood, boarding in different families and going to the shop daily like ordinary workmen. They were paid monthly wages, usually sufficient for their support. Some years later it was attempted to give aid to blind women similar to that which had been extended to blind men. A laundry was opened, but it was abandoned after a trial of five years as impracticable.

The establishment of a school in Boston and the influence of its friends hastened the formation of similar establishments in many places in various parts of the country. The New York institution for the blind was incorporated in 1831. It was opened the next spring. Until 1845 its prosperity was not marked, but became so in that year through the appointment of a peculiarly able superintendent, Mr. James F. Chamberlain. Philadelphia was not far behind New York in opening a school for the blind. It was organized with great care by Mr. Julius R. Friedlander, who, in his German home, conceived the idea of founding such a school in Philadelphia, since he had heard high tribute paid to its citizens. After the opening of his school he gave exhibitions of the attainments of his pupils before the legislatures of Pennsylvania, New Jersey, and Delaware, and obtained



from them appropriations for the support of beneficiaries. The exhibition of pupils seems to have had a convincing effect upon legislatures and to have been the successful method of inducing them to establish schools. Dr. Howe took pupils before the Ohio legislature in 1836, and an institution was incorporated the next spring. He made a similar exhibition in Richmond, Va., in January, 1838, and an institution for the instruction of deaf-mutes and blind was incorporated in March. The organization of schools in Kentucky and South Carolina was effected after like efforts on the part of Dr. Howe. At the time of his death in 1876, 27 States had organized schools for the blind and others were sending their blind children to existing institutions, thus furnishing educational privileges to this class of unfortunates.

#### PRINTING FOR THE BLIND.

The most important recent event in the history of these establishments is the gift of Congress by reason of which they receive an annual allowance of books and apparatus. The value of the grants for 1881 to the various schools varied from \$66.82 to those in Alabama and Oregon to \$1,033.41 to the New York Institution, or about \$4.45 to each pupil attending on the first Monday of January, 1880. The books recommended for publication in 1882 are Irving's Sketch Book; Hawthorne's True Stories; About Old Story Tellers, by Donald G. Mitchell; Goldsmith's Deserted Village and She Stoops to Conquer; Thackeray's English Humorists; chapters from a World of Wonders; Short Sketches from English History; Swiss Family Robinson; Principles of Harmony, by Sir Wm. Gore Ouseley; Our World, a primary geography, by Miss Hall; Perry's Introduction to Political Economy; and Hayden's Mental Philosophy. The work of the American Printing House at Louisville, which received the congressional endowment, has increased so that it requires a building for its separate use. The Kentucky institution, with which it has been connected for more than twenty years, wishes to retain it on the grounds of the institution. The intention to conform to this desire is expressed in the annual report for 1881 of the Printing House, as follows:

"To emphasize the fact that an establishment for printing books for the blind under the control of all those engaged in the work of teaching the blind throughout the United States was first founded and maintained for many years by the beneficent action of the State of Kentucky, and that it was finally endowed by the General Government in order that the great benefits coming from it to the blind of Kentucky might be extended to the blind of all the States in the Union, it has seemed to the trustees of the American Printing House for the Blind desirable to erect a building adequate in every way to their purposes, and to cost not less than \$10,000, in the vicinity of the State School for the Blind."

I have received recently a letter from Dr. William Moon, of Brighton, England, who has become known in this country through his connection with printing for the home use of the blind, announcing his intention of visiting this country. In it he gives an account of the reasons why he undertook the work of preparing an alphabet for the blind, the principles on which it is founded, and the service it has already rendered. The following is an extract from his letter:

"Forty-two years of my life have been devoted to the advancement of education among the blind. The cause of my attention to this object was my own loss of sight. As soon as I became blind, I learned to read by the various systems of embossed type then in use. Upon inquiry I found that few of the adult blind, accustomed to work, could avail themselves of the benefits that several philanthropic and benevolent minds had provided for their use. The Roman letters were too complicated, many of them, in consequence of the numerous lines rendering the characters too intricate for the touch of the adult.

"The stenographic systems were equally difficult, owing to the numerous contractions, and frequently the same contractions stood for several words; so that the reader often had much difficulty in ascertaining which of the words or syllables should be used.

"After much prayer and thought upon the subject, I was led to adopt an alphabet, which, as far as possible, was the Roman letters simplified; but where this could not be done I removed the letter altogether and substituted a more simple character in its stead. When the letters of the alphabet were classified, I found that they consisted of 9 characters only. Books were then printed, and the success of the system was truly marvelous. I have since adapted the alphabet to 195 languages and dialects. The alphabet is doubtless of universal application, since it has answered equally well for all the various languages and dialects to which it has been applied.

"Sixty societies have been formed in Great Britain for sending teachers to the homes of the blind and for establishing free lending libraries for their use. Societies and libraries of this description have been formed in Australia and other countries, and not less than 200,000 volumes of our books are thus annually circulated among the blind poor free of cost, one of the greatest boons possibly the blind poor ever enjoyed. It is to set a scheme of this description on foot in the United States and Canada that I hope to visit America in the spring of next year."

#### INSTRUCTION OF THE BLIND.

Though the schools for the blind usually afford instruction in studies commonly found in the primary and grammar grades of public schools, the College for the Blind, at Vinton, Iowa, has a "senior department," in which there is a three years' course of advanced studies. The branches pursued during the first year are algebra, rhetoric, physiology, and zoölogy; during the second year, algebra, chemistry, moral philosophy, civil government, and American literature; and during the third year, geology, geometry, logic, mental philosophy, and English literature. The last report of the college gave the number of students in the senior department as 16. The labors of such men as Huber, the Swiss naturalist; Thierry, the French historian; and our own Prescott, performed during the period of their blindness, prove the possibilities of achieving much in science and literature without sight. But it requires teachers of peculiar power and skill to direct those who have always been blind, or who have become so while very young, in gaining a higher education. A recent report says:

"The qualifications of a true instructor of the blind are not as often possessed as many unacquainted with the work assume. Such an instructor must be one who can clearly discern and rightly estimate capacity and tone, who can enter the inner self of the learner, can feel his struggles, and help him to grapple with his difficulties. He must hold a profound reverence for humanity, an unswerving faith in the elevation of the lowliest, must see in blind boys and girls the divine image, though obscured by ignorance, helplessness, and awkwardness, and must be inspired by the firm conviction that they too can be raised to usefulness and can make good their heirship to the grand possibilities of the everlasting."

The quality of the instruction afforded by our institutions for the blind has been frequently commended. The methods of teaching and government which have endured the tests of the ordinary public school have been adopted and modified to suit the peculiar necessities of the blind. Occupations which promise means of support to their pupils have been tried and careful instruction given in those that have met the demand for a suitable and remunerative employment. Departments of music hold a prominent place in leading schools, and pupils who have that talent for music with which the sightless are often endowed are made skilful teachers and tuners.

The peculiarity and success of our schools as a body are stated with clearness and candor by Mr. M. Anagnos, as follows:

"The most valuable distinctive feature of the American institutions is that they constitute an integral part of the educational system of the country. Their existence is planted in the letter and nourished by the liberal spirit of its fundamental laws. They

are the creations of justice and equity, and not the offspring of charity and favor. Thus the right of the blind to participate in all the educational benefits provided for every child in the Commonwealth is acknowledged by the State in its sovereign capacity; and since they cannot be taught in the common schools an express provision is made for their instruction. This policy has acted very favorably upon the blind. It has strengthened their good impulses and fostered in them an upward tendency and noble determination to become useful and independent. It has inspired them with self respect and made them aim at a higher place in the social scale than they would otherwise have sought."

TABLE XX.—*Summary of statistics of schools for feeble-minded youth.*

	Name.	Number of instructors and other employes.	Number of inmates.			Number dismissed improved since opening.	Income.	Expenditure.
			Male.	Female.	Total.			
1	Connecticut School for Imbeciles...	25	47	31	78	.....	.....	.....
2	Illinois Asylum for Feeble-Minded Children.	61	218	156	374	404	\$60,000	\$60,000
3	Indiana Asylum for Feeble-Minded Children.	35	50	27	77	.....	\$10,000	12,817
4	Iowa State Asylum for Feeble-Minded Children.	27	98	62	160	10	24,000	24,000
5	Kentucky Institution for the Education and Training of Feeble-Minded Children.	26	71	61	132	53	33,262	32,729
6	Private Institution for the Education of Feeble-Minded Youth, Barre, Mass.	9	46	28	74	140	.....	36,000
7	Hillside School for Backward and Feeble Children, Fayville, Mass.	9	6	2	8	15	.....	.....
8	Massachusetts School for Idiotic and Feeble-Minded Youth.	28	79	51	130	.....	25,395	25,395
9	Minnesota School for Idiots and Imbeciles.	8	25	13	38	1	7,500	.....
10	New York State Idiot Asylum (custodial branch).	14	.....	128	128	0	15,000	13,240
11	Idiot Asylum, Randall's Island.....	2	.....	.....	81	.....	.....	.....
12	New York Asylum for Idiots .....	54	.....	.....	289	750	55,696	53,305
13	Ohio Institution for the Education of Imbecile Youth.	114	348	218	566	201	92,945	92,945
14	Pennsylvania Training School for Feeble-Minded Children.	78	219	136	355	458	88,500	88,352
	Total .....	490	1,207	913	62,490	2,032	412,298	438,783

a For two years.

b Sex of 370 not reported.

The number of feeble-minded persons is such as to invite general attention to their wants. The insane are hardly more numerous—in some countries less numerous—and their number is more easily ascertained. Insanity is an affliction that falls upon youth and adults. Idiocy is found more often in children, whose infirmity may remain undiscovered for several years or end in an early death caused by the invariably attendant physical weakness. The difficulties of correctly ascertaining the number of feeble-



mented are increased by the reluctance of friends and relatives to admit the truth with regard to those actually deficient and the impossibility of determining whether certain children are or are not feeble-minded. Notwithstanding these obstacles, the census enumerators of 1880 reported 76,895 idiots and 91,997 insane in this country. Of the insane, 40,942 were in hospitals and asylums; of the idiotic, 2,490 only were in institutions for their education and 1,141 in hospitals and asylums for the insane. The expenditures of nearly all the schools are reported, and they amount to about one-half only of the expenditures of the lunatic asylums of New York. Massachusetts expends over twenty dollars for the insane to one for the feeble-minded. Nearly 40,000 idiots are in States which provide no schools for them. This is to be deplored, when it is remembered that a small sum paid for the education of the feeble-minded will enable a large proportion of them to rise from entire dependence to usefulness, if not to self support.

#### CLASSIFICATION AND INSTRUCTION OF THE FEEBLE-MINDED.

The object of the majority of the schools for the feeble-minded is to educate such of the idiotic class as are capable of improvement. There are many degrees in mental deficiency. The commission of medical examiners of the hospitals for the insane of Minnesota says:

"It is customary to divide these children, defective in brain power, into three grades: idiots, imbeciles, and feeble-minded. Happily the proportion of the profound type of idiocy is small; it is comparatively rare to find a human being absolutely without a spark of intelligence. More frequently they are found to possess the undeveloped germs of intellect and are capable of some improvement. In a large number known as imbeciles the mental faculties have been developed to a limited extent, and somewhat higher in the scale of intellectual endowment we find the most numerous class, known as weak-minded."

The lowest class of idiots are beyond the reach of educational influences. If they are allowed to attend the schools for the feeble-minded they impede the strengthening and training of those that are improvable and bring the schools an unenviable reputation among those who know of them only as a refuge for idiots. The admission of a single individual of that class has been followed by applications from the lowest unfortunates of the surrounding community and an entire absence of applications from the better class. It is necessary for the State to care for even the most hopeless. Pennsylvania has acted upon this principle by appropriating \$60,000 for the erection of two buildings for the shelter and care of two hundred children whose special infirmities, mental and physical, are such as to deprive them of the discipline and training of the school department of its training school. The directors of the Minnesota Experimental School express a desire that it may be merged in a permanent institution "comprising both an educational department for imbeciles and a custodial department for idiots." The trustees of the Indiana Asylum and the superintendent of the Illinois Asylum express similar ideas. The latter, Dr. C. T. Wilbur, says:

"For such as these (the absolutely dependent) a place of custody in which there is a system in management and the proper appliances and conveniences for easily caring for them affords a relief from positive misery and suffering, a degree of comfort, and, at the same time, some improvement in the habits which is not alone of service to the individual and a great relief to the average family of the community, or even those in charge of the county asylum, but is a positive gain to the productive power of the State."

The feeble-minded that are recognized as proper inmates of training schools are divided into classes for educational purposes. In Illinois there are ten divisions. In all, except the highest three, individual instruction only is given. The studies of the advanced classes include reading, writing, spelling, and the elements of arithmetic and geography.



The members of the lower classes are taught to obey plain commands and are given simple object lessons. The exercises which combine intellectual effort and physical activity are being introduced wherever practicable. Larger grounds are desired, that the children may not only be removed from curious observers and given greater liberties, but also be given labor to perform, to the advantage of themselves and the institution. Instruction in farm work is now considered a part of the training which should be given. It engages the powers of the infirm children in open-air work which involves small hazards if mistakes are made. Their industrial and productive capacity is of decided value when applied to agricultural operations. It has been thought that boys trained to farm work have made the greatest improvement during school life and have been the most serviceable in succeeding years. The pursuit of this industry is comparatively free from temptations and degrading influences and affords a pleasing variety of exercise and surroundings. Other kinds of employment are given feeble-minded children. The report for 1880 of the Pennsylvania board of public charities gives the following account of the industrial side of the training school :

The industrial, or manual, department embraces 86 of the inmates. These are variously distributed. There are a farm and garden class of ten boys, a laundry class of ten girls and six boys, fifteen are engaged in domestic services in the kitchens and dormitories, one in the carpenter shop, three in the shoe shop, eight or ten in the mattress or broom shop. By the utilization of the labor of the many who are able to do light work, the expense of their maintenance is much reduced, while the value of manual occupation, in the development of intelligence, is conceded to be paramount to all other influences.

The improvement of pupils in these schools is often rapid. The hindrance to their progress is sometimes such that a skilful person can detect and remove it, leaving an unobstructed path before them. The president of the board of commissioners having charge of the Kentucky Institution for Feeble-Minded Children says that the conduct of the institution has been such as to demonstrate "conclusively that feeble-minded children, by proper training, can not only be improved mentally, but that the boys can be taught useful and profitable trades and the girls can be made good seamstresses, washerwomen, and cooks, thereby making them useful members of society and raising them from positions of degradation, care, and mortification to their friends to be respectable citizens."

#### CAUSES OF IDIOCY.

The investigations of Dr. I. N. Kerlin into the causes of idiocy, referred to in my last report, are being continued. Dr. George G. Tarbell, of the Massachusetts school, is making similar inquiries. The results of his investigations respecting 120 children are stated as follows:

It appears that about one-half of the parents are Americans and the other half foreign; that in 40 per cent. of the families the parents were of feeble constitution and short lived; that the parents of at least 14 per cent. of the children might themselves be properly classed among the feeble-minded; that one or both parents of 33 per cent. of the children are addicted to drink, and yet that in no case is intemperance admitted by the parents to be a cause of the defective condition of the child; and that, while in no case is their admission that a living parent is defective, in 20 per cent. of the families there is a history of insanity or idiocy or some serious defect in a near relative. In 36 per cent. of the children belonging to the school, fright, grief, or anxiety of the mothers while pregnant is assigned as a cause for the lamentable condition of the child.

The special agent of the census, Rev. Fred. H. Wines, who had charge of the statistics of the defective classes, says: "We cannot begin too soon nor prosecute too vigorously the inquiry into the causes of the prevalence of these evils;" and the superintendent of the Pennsylvania Training School for Feeble-Minded Children thinks that "it would be wise State economy to attach to all appropriations for charitable purposes an enabling clause that institutions disbursing this charity should contribute to the Commonwealth, in as precise form as possible, statistics of the origin of the evils they affect to relieve."

TABLE XXI.—*Summary of statistics of reform schools.*

States.	No. in each State.	Number of teachers, officers, and assistants.		Number committed during the year.	Number discharged during the year.	Present inmates.			
		Male.	Female.			Sex.		Race.	
						Male.	Female.	White.	Colored.
California .....	1	19	2	190	42	119	65	a186	a4
Colorado .....	1	6	4	46	.....	45	1	.....	.....
Connecticut.....	2	16	30	209	156	307	174	b154	b20
Illinois.....	4	15	44	141	97	343	301	b220	b19
Indiana .....	3	{ (12) 16 27 }		209	224	356	176	b441	b63
Iowa.....	2	13	15	50	30	205	65	240	30
Kansas.....	1	1	1	49	1	49	.....	31	18
Kentucky .....	1	13	6	62	53	226	41	178	89
Louisiana.....	1	.....	.....	.....	.....	102	.....	43	59
Maine.....	1	9	8	34	41	113	.....	110	3
Maryland .....	4	35	47	346	265	443	258	498	203
Massachusetts .....	14	20	32	530	600	943	104	b608	b15
Michigan .....	3	33	22	1,083	1,010	1,197	37	910	324
Minnesota .....	1	2	4	43	40	109	10	b106	b3
Missouri .....	1	14	7	167	134	187	72	207	52
New Hampshire.....	1	5	7	30	35	100	15	115	0
New Jersey.....	4	21	29	196	227	442	45	b239	b44
New York.....	13	169	167	2,762	2,637	3,958	1,616	b4,864	b135
Ohio .....	6	{ (32) 39 55 }		587	556	1,245	361	b883	b93
Pennsylvania .....	2	41	30	496	565	628	178	583	223
Rhode Island.....	1	6	8	158	145	168	21	175	14
Vermont.....	1	7	8	20	.....	83	19	101	1
Wisconsin .....	2	39	28	169	194	455	106	553	8
District of Columbia.....	1	.....	.....	.....	.....	138	.....	.....	.....
Total.....	{ 71	{ (44) 539 581 }		{ 7,577	7,052	11,961	3,665	b11,445	b1,420

a Of those committed during the year.

b This distinction not reported in all cases.

TABLE XXI.—*Summary of statistics of reform schools—Continued.*

States.	Present inmates.		Number committed since establishment.	Libraries.		Annual cost of institution.	Total annual earnings of institution.
	Nativity.			Number of volumes.	Increase in the last school year.		
	Native.	Foreign.					
California .....	a161	a29	3, 121	400	.....	\$44, 900	.....
Colorado .....			46				
Connecticut.....	b167	b7	3, 600	2, 900	120	47, 013	\$3, 500
Illinois .....	b206	b32	2, 755	1, 678	340	c52, 072	d21, 851
Indiana .....	b490	b14	2, 660	600	115	69, 491	8, 455
Iowa .....	180	90	945	650	40	32, 000	.....
Kansas.....							
Kentucky.....	264	3	1, 412	600	100	29, 063	6, 271
Louisiana.....	101	1					
Maine .....			1, 687	1, 600	.....	14, 600	5, 400
Maryland .....	b523	b14	5, 088	1, 400	50	94, 856	30, 754
Massachusetts .....	b491	b112	11, 630	6, 914	638	143, 796	16, 652
Michigan.....	b752	b331	5, 363	3, 275	225	104, 216	28, 498
Minnesota .....	b100	b9	469	900	30	37, 679	.....
Missouri .....			4, 478	500	.....	33, 883	7, 476
New Hampshire.....	b38	b75	1, 087	380	100	17, 000	5, 000
New Jersey.....	b20	b5	1, 475	1, 060	.....	45, 110	14, 053
New York .....	b1, 398	b430	72, 865	8, 449	415	844, 103	d161, 268
Ohio .....	b147	b23	10, 567	4, 874	415	182, 607	7, 000
Pennsylvania.....	b761	b31	17, 201	30, 323	80	110, 722	19, 457
Rhode Island.....	143	46	3, 125	1, 300	146	32, 943	11, 853
Vermont .....	102	0	631	400	50	18, 338	4, 304
Wisconsin.....	508	53	2, 195	975	100	49, 786	700
District of Columbia.....			713		.....	37, 922	954
Total.....	b6, 552	b1, 305	153, 163	69, 178	2, 964	2, 042, 100	353, 441

a Of those committed during the year.

b This distinction not reported in all cases.

c In one institution the expenditures for two years and some expenditures for building are included.

d Includes total income of one institution.

The severe criticism of reform schools, the tours of inspection made by committees in behalf of reformatory education, and the opening of several new schools are prominent events of the current year. The criticism has done much to disarrange and impede the schools against which it has been directed; and whatever may be its future results its immediate effects have been injurious. It should be remembered that the treatment of juvenile delinquents is attended with a multitude of difficulties and imposes a task much easier to criticise than to perform. In no case is the critic, any more than the surgeon, warranted in endangering life to remove merely troublesome excrescences.

Among the committees to inspect reform schools and report results was that appointed by the trustees of the Reform School of the District of Columbia, consisting of Hon. Richard Joseph and Hon. T. P. Morgan. They visited six establishments, and found many commendable features embodied in their organization. Among those particularly noticed were efforts to give opportunities for special education in branches for which pupils showed great aptitude; instruction in music and the organization of brass bands; the general practice of using single beds and separating younger from older inmates; and

the economy of having boys and girls in the same establishment, so that the labor of the girls can be utilized for the general good of the school.

Reform schools have been organized during the year in Colorado, Kansas, and Michigan. The school in Colorado receives youth between the ages of seven and sixteen from the criminal, incorrigible, vagrant, and truant classes, and such as may be indentured by their parents and guardians. The children are separated into families and a system of badges and grades is adopted by which good conduct hastens the time of discharge. The Kansas State Reform School is placed under the control of the board of trustees of State charitable institutions. This body has based the organization and administration of the school upon the principles involved in certain propositions, substantially the following: (1) The distinctive feature of a reform school should be character building; (2) it should receive, educate, and discipline neglected, incorrigible, and offending youth; (3) its discipline should be that of a well ordered family; (4) the family system is economical and greatly expedites reformatory instruction; (5) restraints should be as few as possible; (6) separate institutions should be provided for the sexes; (7) an indenture system should be provided; (8) the age of admission should be from eight to sixteen years; and (9) commitments should be allowed without formal trial and for an indefinite time in case of good behavior.

#### REFORMATORY SYSTEM OF MICHIGAN.

The opening of a Reform School for Girls at Adrian, Mich., has completed the admirable system of reformatory institutions existing in that State. The general plan for preventing crime by educating and providing homes for children liable to peculiarly severe temptations, and for correcting juvenile offenders, contains many points of interest. A board of commissioners has supervision of charitable, penal, pauper, and reformatory institutions. This board has an agent in each county. His duties are to investigate charges against youth under sixteen years of age and advise with courts and magistrates as to the disposition of the accused, to visit all children indentured in his county and remove those that have been ill treated from the families in which they have been placed, to assist in finding homes for children in State institutions, and to aid and encourage persons discharged from reformatory institutions. The institutions to which the agent may advise that offenders be committed are the reform schools for boys and girls and the State House of Correction and Reformatory.

The Public School for Dependent Children, Coldwater, is under the control of a special board. It has become justly famous for its beneficent purpose, methods, and results. Children of from three to fourteen years of age and in destitute circumstances are received into it, to remain until they can be given suitable homes in private families. During their stay they are kept in families of twenty-five or thirty, each occupying a separate cottage, over which a cultivated woman presides. They are taught, fed, and employed in a large central building. The institutional life of the child is, however, made as short as possible. The board of control is required to use special diligence to find suitable homes for these dependent children, where they will be treated as members of the family, allowed the privileges of the public schools, and taught some useful occupation.

The Reform School for Girls has no history as yet. It promises to do the same excellent work that other institutions of its kind have been accomplishing, and which is presented at some length in subsequent pages. Mrs. S. L. Fuller, president of its board of control, makes the following promises for it:

The girls in our school will sleep in separate bedrooms, which they will be allowed to adorn with their own handiwork; have good beds, good wholesome food served regularly and appetizingly, good teaching in school and in kitchen; they will have good and well fitting clothing, which they will be taught to make themselves; they will be taught industrious and cleanly habits, all of which is elevating. The school will be a *home*, a *family*, where work and games and healthful out-door play and exercise will induce good



temper and good spirits. The women who will train them will not be thinking of something else. To care for these girls will be their business; they will keep their places only as they show themselves adapted to the work. The health of the girls will be especially cared for. Many of them will undoubtedly be diseased. Heredity, bad cooking, poor living, iniquitous practices, will have brought them all the ills that flesh is heir to. But efforts to cure them will be possible, because all the conditions will tend towards eradicating disease. Regular meals, exercise, cleanliness, ventilation, all would help to such a result; sound health alone will be reformation.

The Reform School for Boys is conducted upon the family system principally, and receives the usual classes of vicious and offending boys. They are committed for a specified term, but may be discharged sooner if such a course seems for the best interest of all parties concerned. During their stay they are taught common school branches, but no trades. It is hoped that this defect will be remedied. The State House of Correction is for male offenders between sixteen and twenty-five years of age and also all persons duly convicted of a misdemeanor where the imprisonment shall not be less than ninety days. No person guilty of crimes involving a life penalty is admitted. The inmates are employed in the manufacture of boots and shoes. A day school is maintained. The institution is more penal than reformatory in its character and falls behind the New York Reformatory, which has the same class of inmates, in its attempts to improve condition and character; for the plan of this latter institution includes indeterminate sentences, a system of practical education, and a reward for good behavior in an early discharge.

These Michigan schools are watched closely by a board of corrections and charities, composed of the governor of the State, *ex officio*, and four members, whose term of service is eight years. At least once a year a majority of the board visit the charitable and reformatory institutions of the State and investigate thoroughly the condition of the inmates and the administration of the establishments. A biennial report is made, which includes the acts and investigations of the board and recommendations as to legislation affecting the institutions and persons over whom they exercise supervision.

#### THE FAMILY SYSTEM.

Testimony favorable to the family system of conducting reform schools is as abundant as in earlier years. This indicates that the plan is founded on correct and practicable ideas. Two quotations will suffice to illustrate the high value placed upon the system by those who have had opportunity to witness its effects side by side with those of the congregate system. The trustees of the State Primary and Reform Schools of Massachusetts make the following statement in their report for the past year:

The trustees have become convinced that the congregate system, so called, under which large numbers are brought together in one building, and this building a prison, is a failure. We would call attention to the fact that, while all the troubles and disturbances and nearly all the escapes have been from the main buildings, the boys living in the family houses, leading in many respects family life and under family discipline, have, with but few exceptions, been commendable in their behavior, have manifested a good spirit, and have not abused the comparative liberty granted them.

The superintendent of the Connecticut State Reform School says:

The improvement made that we regard as of the greatest importance, and the one in which we take a personal pride, is the establishment of a family of boys on the open or cottage plan. Our long experience in a school entirely upon that plan, with a success perhaps unknown to any other reformatory in the land, has caused us to be deeply wedded to that system, knowing, as we do, that it possesses agencies for success far superior to the congregate or big house plan.

#### NEW JERSEY STATE REFORM SCHOOL.

The New Jersey State Reform School has been organized for about fourteen years. It is located on a large farm, so that its pupils have opportunities for out-door labor and

recreation. The family system was adopted at the opening of the school and has been a distinguishing feature of its history. Each family consists of a father, a mother or teacher, and about fifty boys. The father works with his boys throughout the hours of labor, exercises proper surveillance over them during hours for play, corrects and disciplines them, as occasion requires, and makes a daily report concerning all. The mother has charge of a few boys doing the housework, teaches school three hours a day, is supplied with the common remedies for use in temporary sickness, and also makes a daily report. The families occupy buildings apart from one another and have their own play grounds, play rooms, flower gardens, school rooms, and dormitories. Three families dine in a large hall; the others, in dining rooms of their own. The members of different families mingle somewhat in the different industrial departments, and are gathered in chapel for general entertainments and on Sunday for moral and religious instruction. The principal industries of the school are farming, brick making, and the manufacture of shirts. The income from the farm the past year was \$4,629. The number of acres devoted to the different crops was: wheat, 65; oats, 25; rye, 30; corn, 75; potatoes, 25; roots, 3; and garden, 6. The ploughing, planting, cultivation of crops, the care of stock, the teaming, and the miscellaneous work are done by the boys, with only slight aid from instructors. The profits of brick making have been considerable. Six and three-fourths hours of labor are required daily. Where extra work is done the boys are paid for it; they have earned \$847.98 in this way the past year. Amusements have an important place in the school. Almost all games whose innocence is unquestioned are allowed. Out-door games, like ball and quoits, and in-door games, like dominoes and authors, are alike favored. Each boy is given a plat of ground for vegetables, if he wishes it, and is encouraged in flower gardening. A brass band furnishes music, and much singing is done. Annual excursions have been taken during several years. Escapes are rare and the home life of the institution receives high commendations from many visitors.

#### INSTITUTIONS FOR THE REFORMATION OF GIRLS.

The reformation of boys has attracted attention and received aid more generally than similar efforts in behalf of girls. Whatever may have been the reason for this, there no longer remains valid ground for argument against the beneficence of institutions for the reformation of girls or any reason for refusing to extend support and encouragement to them. There are now about a dozen establishments of this kind. Most of them are supported by State appropriation and under State control. Some of the earlier schools were maintained by private charity.

The age at which girls are committed varies from 7 to 18 years. The Wisconsin Industrial School for Girls has a children's home into which even the youngest infants are received. A large proportion of the girls committed are 14 years of age. This was true of 30 per cent. of those admitted in 1881 to the Wisconsin school, of 26 per cent. of those admitted to the Connecticut school, and of 25, 20, and 19 per cent., respectively, of those committed to the Indiana, Maryland, and Iowa schools; 32 per cent. of the girls committed to the Indiana Reformatory, however, were 13 years of age, and 34 per cent. of those committed to the Maryland school were 16 years old. The age at which greatest care should be given girls, as far as moral influences are concerned, is shown by these figures.

The grounds of commitment to the various institutions are similar. Those recognized by the Wisconsin Industrial School include, perhaps, the most important. Omitting the provisions relating to admissions to the Children's Home, they are as follows:

(1) Viciously inclined girls under 16. \* \* (2) The stubborn and unruly, who refuse to obey those who properly have care of them. (3) Truants, vagrants, and beggars. (4) Those found in circumstances of manifest danger of falling into habits of vice and immorality. (5) Those who have committed any offense punishable by fine or imprisonment, or both, other than imprisonment for life.

The condition of the girls committed is of the lowest kind, and the difficulties in the way of educating and elevating them are such as to discourage any but enthusiastic believers in the possibilities of their redemption. Two quotations, the former from Mrs. D. H. Johnson, secretary of the Wisconsin school, the latter from Mrs. H. F. Perry, of the New Jersey school, will indicate the deficiencies of newly received girls and the obstacles in the way of supplying them. Mrs. Johnson says:

Nearly all the older children sent us come from the lowest dregs of society. Their moral sense is blunted by continual contact with vice. They are often untruthful, filthy, and vulgar in their habits, having no definite idea of the rights of propriety and oftentimes with inherited diseases. It takes years of constant training to reform and elevate them.

Mrs. Perry says:

Few can comprehend the mental condition of neglected and demoralized young girls. None but those who have made it a long and careful study can know how hard it is to bring them into orderly and respectable habits and place them on the level of ordinary girls—how hard it is to take into account the inherited defects, the ignorance, the torpor of conscience, the unrest, the weakness and fickleness of will, that characterize so many.

The inmates of reform and industrial schools for girls are detained usually until the expiration of a definite sentence, extending generally through the minority of those committed or else "long enough only to bring them to the sense of their wrong doing and to admit of that preliminary training in cleanliness and the order and system of respectable families which alone can insure their retention in such families." The actual time required to be spent within the school varies from fifteen months to nearly as many years. The average time of detention is three years in Connecticut and about the same in several other schools. An exact system of merits and demerits is not necessarily adopted in determining the rate and amount of improvement. Fitness to enter a family or return home depends on many traits and qualities that can be judged of only by those long familiar with their operation and effects; and even the most mature and experienced fail at times to correctly estimate the temptations a reformed girl may meet and her strength to overcome them. The treatment of girls received into these schools is eminently humane in nearly every instance. Rumors of "suffering for the common necessities of life" and a crowding of sleeping apartments until "much sickness has prevailed" have come from one State only which has undertaken the education and reformation of erring girls. This is a sole exception to the kindness and generosity meted out to them. They are generally given a temporary home in a family composed of 30 or 40 of their associates and watched over by an educated and capable woman. Sometimes they are congregated in a single large building; sometimes they have dormitories outside. The true family system is agreed to be the best suited to elevate and strengthen them. In it, says Mrs. S. L. Fuller, of Michigan, "each cottage is a separate household, in which the inmates are kept as distinct from those of the other cottages as those of one cottage in a town are from another." Whether the family system is adopted or not, an effort is made to make the girls comfortable by pleasant surroundings, agreeable recreations, and the varying of monotony by the celebration of legal and special holidays. The aim of the officers of the New Jersey Industrial School is to make it "such a home that any parent having a wayward daughter may, with confidence, have her committed for reformation with the assurance that her surroundings will be of an elevating character." The girls' department of the Western House of Refuge, Rochester, N. Y., is provided with spacious grounds, rendering pleasant out-door recreation possible in suitable weather, and has large play rooms and interesting games for in-door amusement. The trustees of the Massachusetts reform schools have uttered a caution in their last report against an excess of tenderness and pecuniary outlay for those detained in such establishments. They say:

There is no judicious kindness in accustoming these boys and girls to appliances they will complain of missing in the homes to which they are sent, or of making their labor in the institutions so easy, by what are called "modern conveniences," that they will



look with discontent upon surroundings not supplied with them. The day is past, it is hoped, when Massachusetts shall spend upon expensive structures for her charitable institutions the money which should be saved for the training of her unfortunate children in the ways of morality, cleanly living, and honorable labor.

The educational attainments of those committed are meagre. Their disposition to acquire is more often slight than otherwise, but there are many notable exceptions to this rule. The common school studies alone are attempted, and the highest of these only in rare instances. The school of the Indiana Reformatory has four classes: the lowest studies reading, writing, and arithmetic; the next class adds elementary geography; the third class continues the studies of the second; and the fourth class has for studies history, geography, arithmetic, grammar and physiology. The school sessions occupy ordinarily three or four hours a day, taken more generally from the afternoon. This plan does not hinder intellectual progress and enables the institution to avail itself of the labor of the girls in the kitchen and laundry, in the care of the building, and in other productive occupations. There is not a great variety of employments in which they can be made serviceable and by which they may earn a livelihood after discharge. An effort is made to instruct them thoroughly in household duties. They are likely to become assistants in families and to have homes of their own; consequently this training is of the utmost importance. Other industries are attempted. In the girls' department of the Iowa Reform School, in addition to household duties, "the girls make all their own clothing, knit their own stockings (both cotton and woollen), and during spare moments learn to do needlework, fancy crocheting, and the like." The inmates of the Female House of Refuge, Maryland, make and mend their wearing apparel. The girls in the Massachusetts Industrial School do light out-door work and some are employed in a hosiery shop. These have the opportunity of earning money for themselves if ambitious to do a moderate stint. The superintendent says:

We question the possibility of success in managing and reforming girls without work; and by this I mean work of some kind to employ mind as well as body—the same to be continuous and hard enough to make rest and quiet *very* welcome.

The rule of the Michigan Reform School for Girls is that "there must be thorough systematic teaching of all domestic industries, which industries shall take precedence of trades and be a thorough education in every branch of household work." The work of the inmates of the Connecticut Industrial School is divided among the *homes* to which they are assigned. The one containing the smallest girls is aided by girls from outside. In the others the housework and plain sewing are done wholly by the inmates. Each home, except the one doing the laundry work, sends a number of helpers into the custom sewing department and the box shop. The net earnings of this shop during the year ending December 1, 1880, were \$1,606.52. Mrs. Mary E. Rockwell has expressed forcible and timely thoughts about the kind and amount of industrial training that may properly be undertaken by such an establishment as the Wisconsin Industrial School for Girls, of which she is superintendent. The following is a quotation from her latest report:

Our chief duty is in things of general application and utility. We must assume that every girl that comes to us for training is to become a woman, and probably a house-keeper, whether she becomes a dressmaker or book-keeper or not. Her first and highest need is to have the elements of true womanhood quickened, developed, and energized. She must have character and general intelligence first; afterwards technical preparation for a particular trade or pursuit, if opportunity remain. The elements of all technical knowledge may be taught and very early acquired. Mechanical drawing, practical application of geometry, the principles underlying all mental and physical sciences, the use of common tools in all simple mechanical processes, will be of use whatever the position in life. Technical training, as strictly defined, may never be to any extent possible for us, but we can lay broad and deep foundation stones in principles, habits of observation, industry, and manual dexterity.

The object of the reformatory course is attained when a girl is prepared to enter a private family, do the duties there incumbent on her, and resist the temptations to which she may be exposed by her surroundings. The selection of suitable homes requires the



exercise of a sound judgment, enlightened by inquiry and experience. In few cases, if any, is it considered safe to yield the absolute control of a girl to persons outside the institution until she has become of age or otherwise completely severed her connection with the school. The law of Michigan creating the Reform School for Girls provides for the disposition of those whose behavior indicates a fitness for discharge before the expiration of their sentence, as follows:

It shall be lawful for the board of control, whenever in their discretion they may deem any of the inmates of said institution to have been so far reformed as to justify her discharge, to liberate such inmate, or to bind her by articles of indenture to any suitable person who will engage to educate said girl and to instruct her in household work or in some proper art or trade, or said board may return any such girl to her parents or other guardians when they shall have become bound to said board with sufficient sureties for her good behavior and care, or said board may place any such girl in the care of any resident of this State who is the head of a family and of good moral character, but on such terms as the board may prescribe.

In Massachusetts the State board of health, lunacy, and charity has paid agents who, together with the principal of the State Primary School and unpaid volunteer visitors, are charged with the duty of specially investigating homes and families with regard to their fitness for the custody of children; and when applications are not sufficiently numerous they seek out families who will receive and provide for these children in accordance with their respective wants. There were in the early part of the year 305 girls to be visited.

TABLE XXII.—*Summary of statistics of homes and asylums for orphan and dependent children, infant asylums, and industrial schools.*

States.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
PART I.—Homes and asylums, &c.										
Alabama .....	5	27	1,298	124	45	79	775	.....	\$7,187	\$6,917
California .....	11	82	6,527	a1,020	248	674	884	96	133,566	130,995
Connecticut.....	6	44	2,360	392	226	166	1,600	25	40,646	41,490
Delaware.....	1	6	634	60	36	24	350	.....	4,772	4,756
Georgia .....	8	36	1,232	335	179	156	2,014	77	121,217	114,533
Illinois .....	10	101	7,152	1,103	593	510	1,632	160	112,896	108,167
Indiana.....	13	81	7,250	a1,016	508	424	720	50	45,829	59,841
Iowa .....	2	29	1,755	199	95	104	260	110	42,213	41,909
Kansas .....	1	4	1,950	82	50	32	250	25	4,200	4,100
Kentucky.....	10	34	2,718	600	281	319	1,581	161	73,898	63,951
Louisiana.....	8	40	6,704	a493	152	340	630	.....	29,896	42,128
Maine.....	3	14	1,930	477	202	275	200	.....	8,130	7,263
Maryland.....	10	37	4,315	642	306	336	2,454	290	38,601	39,208
Massachusetts.....	17	179	53,973	a1,469	777	657	2,732	89	158,965	153,386
Michigan.....	11	97	10,652	a910	601	269	1,850	100	62,644	62,691
Minnesota.....	1	3	400	34	23	11	30	10	2,400	2,400
Mississippi.....	2	18	748	123	50	73	800	300	8,316	8,462
Missouri.....	11	110	4,577	867	471	396	830	37	18,460	28,429
Nevada.....	1	6	297	48	29	19	760	30	.....	17,000
New Hampshire.....	3	13	367	75	32	43	710	20	7,229	6,886
New Jersey.....	8	41	3,692	a495	231	200	2,075	295	41,890	32,218

a Sex not reported in all cases.

TABLE XXII.—*Summary of statistics of homes and asylums, &c.—Continued.*

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
New York.....	86	947	159,804	a11,963	5,692	6,046	21,954	2,868	\$1,268,138	\$1,221,792
North Carolina.....	2	14	630	233	112	121	550	.....	15,900	15,550
Ohio.....	33	431	38,217	a3,905	2,303	1,548	9,308	722	351,368	345,668
Oregon.....	1	2	320	23	14	9	92	.....	4,075	2,035
Pennsylvania.....	53	551	31,206	a6,037	3,597	2,126	27,342	1,915	1,435,051	890,926
Rhode Island.....	5	26	3,013	351	181	170	840	70	26,763	29,258
South Carolina.....	3	16	2,169	161	139	22	826	116	27,800	32,037
Tennessee.....	4	12	1,800	207	76	131	200	40	11,083	10,237
Texas.....	1	18	.....	.....	.....	.....	.....	.....	.....	.....
Vermont.....	2	20	1,980	172	102	70	400	.....	12,000	12,000
Virginia.....	6	20	1,112	174	60	114	.....	.....	9,500	6,682
Wisconsin.....	10	36	2,957	a454	94	315	520	47	29,168	26,819
District of Columbia...	4	37	4,715	385	198	187	889	95	22,333	23,333
Indian Territory.....	1	10	438	130	63	67	60	0	22,000	14,386
New Mexico.....	1	18	.....	a55	.....	.....	.....	.....	.....	.....
Total.....	354	3,160	368,892	a24,814	17,766	16,033	86,118	7,688	4,198,044	3,606,873
<b>PART 2.—Infant asylums.</b>										
California.....	1	6	.....	27	15	12	.....	.....	7,352	5,118
Connecticut.....	1	.....	.....	a11	.....	.....	.....	.....	.....	760
Illinois.....	1	30	3,000	56	29	27	.....	.....	9,500	9,500
Kentucky.....	1	13	780	200	.....	200	.....	.....	.....	5,000
Louisiana.....	1	14	.....	a200	.....	.....	.....	.....	.....	.....
Maryland.....	1	24	3,000	95	40	55	.....	.....	10,000	10,000
Massachusetts.....	4	25	1,644	a148	15	17	.....	.....	27,662	23,000
Michigan.....	2	12	2,251	41	26	15	.....	.....	3,800	3,791
New York.....	13	388	43,062	a2,860	1,234	970	.....	.....	495,105	481,083
Pennsylvania.....	4	15	946	a98	28	6	.....	.....	4,277	3,127
Wisconsin.....	1	9	.....	a39	.....	.....	.....	.....	2,966	2,966
District of Columbia...	1	11	1,697	110	50	60	.....	.....	5,000	.....
Total.....	31	547	56,380	a3,885	1,437	1,362	.....	.....	565,662	544,345
<b>PART 3.—Industrial schools.</b>										
Connecticut.....	1	40	.....	103	.....	103	300	.....	18,004	14,347
Illinois.....	3	28	3,600	451	67	384	.....	.....	1,115	4,010
Indiana.....	1	25	560	165	25	140	.....	.....	.....	.....
Kentucky.....	1	16	2,220	79	0	79	.....	.....	0	.....
Louisiana.....	1	2	.....	25	25	0	.....	.....	.....	.....
Maine.....	2	18	1,630	235	.....	235	1,000	175	7,255	4,835
Maryland.....	3	21	2,092	563	411	152	1,632	212	35,495	55,371
Massachusetts.....	4	31	885	777	410	367	.....	.....	23,675	21,234
Michigan.....	1	3	.....	a75	.....	.....	.....	.....	6,000	6,000
Minnesota.....	1	3	3	3	3	.....	500	.....	.....	.....

a Sex not reported in all cases.

TABLE XXII.—*Summary of statistics of homes and asylums*—Continued.

States and Territories.	Number in each State.	Number of officer, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
Mississippi.....	1	1								
Missouri.....	2	37	32,511	90		90			\$6,779	\$4,674
New York.....	19	246	125,315	a19,763	3,742	5,444	7,489	230	444,366	450,140
Ohio.....	4	14	1,350	221	69	152	100	25	13,003	10,320
Oregon.....	1			76	48	28				
Pennsylvania.....	4	3	496	501	230	271			2,352	2,598
Tennessee.....	1									
Virginia.....	2	7	124	325	190	135			70,800	71,410
Wisconsin.....	1	4	242	85		85			6,986	6,936
District of Columbia...	1	5	936	81	51	30	300	150	5,682	4,402
Total.....	54	504	171,964	a23,618	5,271	7,695	11,321	792	641,512	656,307
Total, Part 1.....	354	3,160	363,892	a34,814	17,766	16,033	86,118	7,688	4,198,044	3,606,875
Total, Part 2.....	31	547	56,380	a3,885	1,437	1,362			565,662	544,345
Total, Part 3.....	54	504	171,964	a23,618	5,271	7,695	11,321	792	641,512	656,307
Grand total.....	439	4,211	597,236	a62,317	24,474	25,090	97,439	8,480	5,405,218	4,807,523

a Sex not reported in all cases.

TABLE XXIII.—EDUCATIONAL BENEFACTIONS.

The following summary, drawn from Table XXIII of the appendix, exhibits the total of donations and legacies by individuals in aid of education, so far as reported to this Office, the classes of institutions benefited by the same, and the uses to which the funds were to be applied. The total amount reported is \$7,440,224, an increase of \$2,190,414 over the same for 1880, and the largest total reported to the Office since 1872. More than one-half the whole amount (\$4,601,069) was bestowed upon the universities and colleges of liberal arts. Schools of theology come next in the order of beneficiaries, receiving \$962,535; the schools represented in Table VI received \$672,240 and those represented in Table VII \$253,439, or a total for the two classes of secondary schools of \$930,679. The claims of science do not seem to be sufficiently regarded by the benefactors of learning. It should, however, be observed that the entire amount devoted to this branch of knowledge is not comprised in the \$177,058 reported for schools of science. The total for universities and colleges includes benefactions to departments of science which cannot be separated from the general statement.

TABLE XXIII.—*Statistical summary of benefactions for 1881, by States.*

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of law.	Schools of medicine.	Institutions for superior instruction of women.	Preparatory schools.	Institutions for secondary instruction.	Institutions for the deaf and dumb and the blind.	Training schools for nurses.	Institutions for feeble-minded children.
Alabama...	\$22,300			\$1,200					\$21,100			
California...	110,648	\$89,798		2,400			\$3,600		15,450			
Colorado...	35,839	32,420							3,419			
Conn.....	411,325	402,370		3,000					3,800	\$2,000	\$155	
Florida.....	2,500								2,500			
Georgia.....	248,554	176,779				\$1,900	64,000	\$20	5,855			
Illinois.....	208,967	94,774		93,388	\$175	5,600			550		15,085	
Indiana.....	37,050	35,500				50	1,500					
Iowa.....	102,935	102,450							485			
Kansas.....	21,000	11,000					10,000					
Kentucky...	263,952	104,048		145,000					14,904			
Louisiana...	1,300						400		900			
Maine.....	48,626	33,612	\$120	3,864			8,000		3,030			
Maryland...	47,280	24,390		22,890								
Mass.....	1,154,560	614,477	46,880	10,000		500	194,888	205,000	38,450	44,365		
Michigan...	86,022	86,022										
Minnesota...	63,951	49,669							16,282			
Mississippi...	1,400								1,400			
Missouri...	403,011	389,248				300			13,463			
Nebraska...	17,632	13,632							4,000			
Nevada.....	3,500						3,500					
N. Hamp...	205,799						21,600	149	184,050			
N. Jersey...	233,502			214,000					19,502			
New York...	1,442,935	942,822	22,500	368,776		2,000		45,000	40,680	7,379	13,778	
N. Carol'a...	33,150	12,050							21,100			
Ohio.....	441,728	373,280		29,800	250		25,400		12,998			
Oregon.....	15,492	15,192							300			
Pa.....	770,531	331,100		23,298				2,500	24,550	338,370	263	\$500
R. Island...	36,500	6,500							30,000			
S. Carolina...	59,388	9,200		22,088					28,100			
Tennessee...	173,460	167,448					400	5,000	612			
Texas.....	16,000	3,000							13,000			
Vermont...	162,250	57,000	2,500				2,000	750	100,000			
Virginia...	404,218	285,000	105,058	14,000					160			
W. Va.....	10,000								10,000			
Wisconsin...	82,269	63,288		8,836				20	10,000	125		
Dakota.....	2,000									2,000		
Dist. Col....	25,000	25,000										
N. Mexico...	13,700								13,700			
Utah.....	17,900								17,900			
Total...	7,440,224	4,601,069	177,058	962,535	425	9,750	334,688	258,439	672,240	394,239	29,281	500



TABLE XXIII.—*Statistical summary of benefactions for 1881, by institutions.*

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.	Objects not specified.
Universities and colleges.	\$4,601,069	\$2,460,671	\$782,784	\$851,510	\$142,107	\$65,998	\$21,613	\$276,386
Schools of science.....	177,058	84,079	58,684	.....	16,110	5,705	100	12,390
Schools of theology....	962,535	418,855	166,390	131,388	33,517	49,188	60,383	49,814
Schools of law.....	425	.....	.....	.....	425	.....	.....	.....
Schools of medicine....	9,750	6,850	2,400	.....	200	.....	.....	300
Institutions for superior instruction of women.	324,688	97,917	174,675	146	14,050	.....	37,900	10,000
Preparatory schools....	253,439	48,250	5,000	.....	5,040	.....	149	200,000
Institutions for secondary instruction.	672,240	429,837	142,055	10,000	100	37,773	3,565	48,910
Institutions for the deaf and dumb and the blind.	394,239	382,435	2,000	.....	.....	.....	.....	9,804
Training schools for nurses.	29,281	28,626	.....	.....	.....	.....	.....	655
Institutions for feeble-minded children.	500	.....	.....	.....	.....	500	.....	.....
Total.....	7,440,224	3,957,520	1,333,988	1,043,044	214,549	159,164	123,710	608,249

TABLE XXIV.—*Summary of the number of educational publications.*

Number of firms in—		Number of firms in—	
California .....	1	New York.....	73
Connecticut.....	1	Ohio .....	8
Georgia.....	1	Pennsylvania.....	25
Illinois.....	18	Rhode Island.....	1
Indiana.....	2	Vermont.....	1
Kentucky.....	1	Virginia.....	3
Maine.....	2	Wisconsin.....	2
Maryland.....	2	District of Columbia.....	2
Massachusetts .....	26		—
Michigan.....	1	Total.....	173
Missouri .....	3		
Number of works on—		Number of works on—	
Archæology, fine arts, and music ....	66	Mathematics .....	45
Bibliography and literature.....	100	Mechanics and physics.....	35
Dictionaries and encyclopædias .....	27	Medicine and surgery.....	115
Education .....	109	Natural history.....	39
General science .....	40	Philosophy and logic .....	18
Geography.....	15	Political and social science.....	20
History.....	89	Theology.....	93
Language .....	83		—
Law.....	30	Total .....	924

## CCXXXIV REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE XXV.—*Summary of patents for improvements in school furniture.*

The following summary shows the patents granted by the Government for inventions of school furniture and appliances during the year:

From California .....	6	From New York .....	41
Colorado .....	2	Ohio .....	8
Connecticut .....	8	Pennsylvania .....	8
Illinois .....	13	Rhode Island .....	6
Indiana .....	5	Vermont .....	1
Kansas .....	2	Virginia .....	2
Maine .....	3	Wisconsin .....	4
Maryland .....	5	District of Columbia .....	9
Massachusetts .....	13	Idaho .....	1
Missouri .....	6	Foreign .....	7
Nebraska .....	1		
New Jersey .....	13	Total .....	164

Improvements in —		Improvements in —	
Adding machine .....	4	Heating, cooling, and ventilating apparatus .....	2
Air cooling apparatus .....	4	Hinge for school desks, stop .....	1
Air purifying apparatus .....	2	Hinge for school furniture .....	1
Air in buildings, method of and apparatus for cooling .....	1	Ink and fluid, writing .....	1
Alphabet blocks, nested .....	1	Ink well .....	2
Arithmetical frame .....	1	Inkstand .....	3
Arm rest and book leveller, combined .....	1	Inkstand, calendar .....	1
Blotter .....	1	Lead and crayon holder .....	15
Blotting case .....	1	Map and atlas, segmental .....	1
Blotting pad .....	1	Map and chart case .....	1
Book, copy .....	1	Map case .....	1
Book, copying .....	1	Map holder .....	1
Book-cover shield .....	1	Meteorology, apparatus for .....	1
Book, detachably covered .....	1	Mucilage bottle .....	1
Book holder .....	3	Mucilage holder .....	1
Book holder and portfolio, combined .....	1	Multiplication block .....	1
Book protector .....	1	Music book holder .....	1
Bottle, siphon .....	2	Music chart .....	1
Calculator, mechanical .....	1	Music holder .....	1
Calendar, revolving .....	1	Music leaf turner .....	4
Calipers .....	3	Music rack .....	1
Calipers and rule, combined .....	1	Music stand .....	2
Calipers, spring .....	1	Pantograph .....	2
Calisthenic implement .....	1	Pantograph engraving machine .....	2
Copies of writings, apparatus for producing .....	1	Pen .....	1
Cyclometer .....	1	Pen and pencil case .....	2
Desk and seat, school .....	1	Pen and pencil holder .....	1
Desk, school .....	5	Pen, fountain .....	5
Dividers .....	1	Pen, fountain attachment .....	1
Dividing angles, instrument for .....	1	Pen holder .....	7
Ellipsograph .....	1	Pen holder, fountain .....	1
Furniture, school .....	1	Pen rack and letter holder, combined .....	1
Gymnastic apparatus .....	1	Pen, stylographic .....	5
Gymnastic apparatus, portable .....	1	Pen, stylographic fountain .....	6
		Pen, writing .....	1

TABLE XXIV.—*Summary of patents for improvements in school furniture*—Continued.

Improvements in—		Improvements in—	
Pencil .....	1	School seat and back .....	1
Pencil case, automatic .....	1	Slate, double reversible .....	2
Pencil case, sharpener, and eraser, com- bined .....	1	Slate fastener .....	1
Pencil holder, lead .....	1	Slate, pencil holding .....	1
Pencil, lead .....	3	Slate, school .....	1
Pencil sharpener .....	1	Sponge cup .....	2
Pencil sharpener, slate .....	1	Sponge holder for slate pencils .....	2
Pencils and pen holders, finger rest for .....	1	Teaching chemistry, apparatus for .....	1
Penman, rest and guide for .....	1	Teaching frame, object .....	1
Phonetic notation, art of and mechan- ism for .....	1	Tellurian .....	3
Rule and balance, combined desk .....	1	Thermo-electric battery .....	2
Ruler and rotary blotter, combined .....	1	Ventilating and cooling buildings .....	1
Ruler, proportional parallel .....	1	Wrist and hand support for key-board instruments .....	1
Scholar's companion .....	1	Total .....	164

## EDUCATION IN FOREIGN COUNTRIES.

## I.—EUROPE.

AUSTRIA-HUNGARY.—*a.* AUSTRIA, constitutional monarchy: Area, 115,903 square miles; population (December 31, 1880), 22,144,244. Minister of public instruction, Conrad von Eybesfeld.

Educational institutions in Austria are divided into elementary (popular or common) schools, secondary institutions (Gymnasien and Realschulen), superior institutions (universities, higher technical institutions, &c.), and institutions for special education.

Elementary or common schools, divided into general common schools and burgher or city schools, are open to all citizens, without regard to religious belief. The general rule is that at least one burgher or city school must exist in every school district. A common school, however, must be established wherever in the extent of a league there are 40 children of school age who have to go more than two and a half miles to reach school. Most elementary schools, including many burgher or city schools, receive children of both sexes, and are therefore called mixed schools. The teachers and assistant teachers of these common schools must obtain certificates of qualification at the teachers' seminaries. An idea of the scope of instruction in these schools may be gained from the general plan of study prescribed for a burgher school for boys. This plan embraces: (1) Religion. (2) German: accurate reading and comprehension of the subject of study; correct use of the language and practice in composition; such modern literature as is suited to the age of the pupils. (3) Geography and history: important features of physical geography, geography in general and of Austria and Hungary in particular. (4) Natural history: leading features of the three kingdoms of nature and practical applications; the human body and its care. (5) Natural philosophy: elements of physics and chemistry with reference to their practical applications. (6) Arithmetic. (7) Geometry and drawing. (8) Free-hand drawing, plane and perspective, with applications to ornamentation and modelling. (9) Writing. (10) Singing. (11) Gymnastics. In girls' schools female handiwork and domestic economy are taught.

As regards secondary education, the institutions of this branch are divided into Gymnasien, Realgymnasien, and Realschulen. The object of the Gymnasium is to afford a higher general education (using the ancient classical languages and literature for that purpose) and at the same time prepare students for the university. The complete Gymnasium consists of the upper and lower Gymnasium, of four classes (or annual courses) each, but forms an undivided whole under one management. A lower Gymnasium may be regarded as a separate institution, because it not only prepares for the upper classes but also

arranges to a certain extent its course of study so as to fit its pupils for active life. A Realgymnasium is a lower Gymnasium, in all the classes of which drawing is obligatory, as is also a modern language for those students of the two upper classes who are not to enter the upper Gymnasium and are consequently exempted from the study of Greek. A Realgymnasium may also be regarded as a complete institution or it may be combined with an upper Gymnasium, an upper Realschule, or with both.

Realschulen, like Gymnasien, consist of upper and lower schools. The latter fit pupils for immediate entrance into practical life or for admission to special schools, and may be regarded, like the corresponding grade of Gymnasien, as separate institutions. An upper Realschule cannot be so regarded. An idea of the difference in the objects and subject matter of instruction in these two classes of schools will be gained from a comparison of their plans of studies. The obligatory studies in a Gymnasium are: (1) Religion. (2) Latin language. In the lower Gymnasium oral and written exercises in Latin grammar, exercises in translation (Cornelius Nepos, Cæsar, Bell. Gall.). In the upper Gymnasium Roman literature (Livy, Sallust, Cæsar, Bell. Civ., Cicero's orations, Tacitus, Ovid, Virgil, Horace) and Roman history, study of Latin style and elegances of the language. (3) Greek. In the lower Gymnasium, grammar of the Attic dialect; syntax. In the upper Gymnasium, thorough reading of the most important Greek authors (Homer, Xenophon, Herodotus, Sophocles, Plato, Demosthenes), as far as time allows. (4) Thorough study of the language of instruction (i. e., German), including acquisition of style, history of the language, and study of its literature. (5) Study of some other national language. (6) A modern language (in the Realgymnasium), grammar and syntax, and translation into and from the language. (7) History and geography. In the lower Gymnasium, the earth's surface and its natural and political divisions, with special attention to Austria-Hungary; the most important events and persons in history; chronology. In the upper Gymnasium, principal historical events in their practical relations and in their dependence upon natural conditions, with special reference to the history of civilization; historical development of the Greeks and Romans and of Austria-Hungary; principal events of contemporary history. (8) Mathematics. In the lower Gymnasium, arithmetic; geometric forms, their principles and relations; instruction given not by strict demonstration so much as by methodically conducted inspection. In the upper Gymnasium, elements of algebra and geometry as sciences of strict demonstration. (9) Natural history. In the lower Gymnasium, determining by inspection the most characteristic types of the three kingdoms of nature. In the upper Gymnasium, systematic survey of the three kingdoms of nature. (10) Physics. In the lower Gymnasium, the more easily comprehended phenomena and their laws as far as they can be shown by experiment without special application of mathematics and the more easily understood practical applications. In the upper Gymnasium, scientific demonstration of natural laws, as far as elementary mathematics permit, and application to the interpretation of natural phenomena. (11) Philosophical propædæutics; supplementing the empirical knowledge of the external world by empirical conceptions of the mental world. (12) Free hand drawing in the Realgymnasium.

The plan of study for a Realschule is as follows: (1) Religion. (2) Language used in instruction (German). In the lower Realschule correct speaking and reading and grammatical writing; syntax. In the upper Realschule practice in writing correctly and with attention to style; essays upon subjects familiar to the students; study of German literature and biographies of German classical writers. (3) French. In the lower Realschule, grammatical forms and syntax, translation from and into French. In the upper Realschule, grammatical forms and syntax, practice in translating from and into French, exercises in French composition; practice in speaking French; study of leading French authors from the beginning of the seventeenth century. (4) English. In the upper Realschule, correct pronunciation, grammatical forms, and syntax, practice in translating prose into German, and conversely easy German prose into English. (5) Geography and history, substantially the same as in the Gymnasium. (6) Mathematics; principles and



practice of elementary mathematics. (7) Natural history. In the lower Realschule, acquisition of familiarity with the leading forms of the organic and inorganic worlds, derived from observation. In the upper Realschule, systematic survey of the animal and vegetable kingdoms, based upon their anatomical, physiological, and morphological characteristics; forms and characteristics of the more important minerals, and principles of geology. (8) Physics. In the lower Realschule, experimental demonstration of the simpler natural phenomena and their laws, with some reference to their practical application. In the upper Realschule, the principal natural phenomena, demonstrated by experiment and observation, with calculations (elementary mathematics). (9) Chemistry: demonstration of chemical changes by experiment, the conditions of their occurrence, and the laws which govern them; the chemical elements and their combinations, with special reference to their occurrence in nature and their industrial importance. (10) Geometry and geometrical drawing. In the lower Realschule, the principles of geometry in their application to geometrical construction; practice in linear drawing. (11) Elements of descriptive geometry in the upper Realschule; principles of projection and problems; shadows; and drawings of things used in the arts. (12) Free-hand drawing: acquisition of dexterity in comprehending and representing technical objects according to the laws of perspective; application to the drawing of ornaments, with attention to style; drawing the human form and face; training of the sense of beauty. (13) Calligraphy. (14) Gymnastics.

*Elementary instruction.*—The following statistics are taken from official sources: There were in the school year 1880-'81 15,165 public general common schools and 314 burgher or city schools, making a total of 15,479. There were also 911 private schools, making the whole number of elementary schools 16,390. German was used in 6,797 of the public schools, Bohemian in 3,929, Polish in 1,166, Ruthenian in 1,053, and Italian in 822; in a comparatively small number of schools, various other languages were used, and in some cases two or more languages were spoken. In the previous year, with a total number of schools amounting to 16,492, there were 33,827 rooms. Special means for ventilation were provided for 13,671 of the rooms. In 1880, 5,225 schools had open air gymnasia, 1,007 had gymnasium halls, while instruction in gymnastics was given in 12,260 schools; 6,936 had school gardens and nurseries and female handiwork was taught in 6,940 schools. The school libraries numbered 13,136, with 1,656,563 volumes. In the school year 1880-'81 instruction in gymnastics was given in 11,234 schools; there were 6,690 school gardens and 12,596 school libraries. Female handiwork was taught in 6,647 schools.

The number of regularly appointed male teachers in 1880 was 27,597, of whom 26,654 were lay, 778 secular, and 165 belonged to the regular clergy. Classified in respect to age, the teaching corps contained 1,219 male persons under 20 years of age, 5,424 between 21 and 25, 4,548 from 26 to 30, 8,200 from 31 to 40, 3,754 from 41 to 50, 2,766 between 51 and 60, and 1,686 over 60. In respect to their religious faiths, 24,723 of these teachers were Roman Catholics, 1,397 were "Greek-United," 665 Evangelical, 2 Armenian-Oriental, 246 Greek-Oriental, 560 Jews, and 4 belonged to no religious confession. To the 27,597 male teachers above mentioned should be added 13,325 assistants and teachers of religion, not appointed by the school authorities, making a total of 40,922 male teachers of all grades from directors to assistant teachers. The total for 1880-'81 was 38,694. At the same time the number of regularly appointed female teachers was 6,288, of whom 4,931 were lay and 1,357 were nuns. As to age, 538 were 20 years old and under, 2,005 from 21 to 25, 1,350 from 26 to 30, 1,452 from 31 to 40, 632 between 41 and 50, 245 from 51 to 60, 63 over 60, and 3 not reported. As to religious belief, 6,017 were Roman Catholics, 78 "Greek-United," 59 Evangelicals, 14 Greek-Oriental, 119 Jewesses, and 1 did not belong to any confession. Add to the regularly appointed female teachers 4,993 female assistants and teachers of manual and other labor, and the total female teaching corps amounts to 11,281 individuals, which fell to 9,747 in 1880-'81. The number of children of school age was 1,388,856 boys and 1,355,324 girls, making a total of 2,744,180. Of this number

2,377,624 attended school at the close of the school year, the boys numbering 1,209,040 and the girls 1,168,584. Arranged with reference to the languages spoken by the children, German takes the lead, with 1,045,358 children, Bohemian, Polish, and Ruthenian following in order. The totals for the year 1880-'81 are 2,863,815 children of school age and 2,487,496 attending school. Roman Catholic children numbered 1,146,109 boys and 1,099,817 girls, 2,245,926 in all. Then follow the Evangelical Augsburg Confession, with a total of 35,394; the Helvetian, with 15,196; Greek-Oriental, 8,839; other Christian faiths, 785; Jews, 71,414; and 70 unassigned. The total number of school weeks was 727,791, or 44 weeks to a school; in 1,729 instruction was given in general agriculture; in 2,276 fruit tree culture was taught; silk culture was taught in 449 schools and bee culture in 993. There were 3,953 review schools, with a total attendance of 104,310 pupils and 141,631 weeks' schooling during the year.

In 1880-'81 there were 42 seminaries for male teachers to supply the teaching force of the elementary schools, with 7,627 students and 590 instructors, and 23 for females, with 3,405 students and 349 instructors.

*Secondary instruction.*—The number of complete Gymnasien in 1880 was 101; of lower Gymnasien, 20; of Realgymnasien, 39; of complete Realschulen, 61; and of lower Realschulen, 21. There were 42 institutions for training male teachers of secondary schools, and 26 for females. The total number of teachers for these institutions of secondary instruction was 5,361, classified as follows: For complete Gymnasien, 2,177; for lower Gymnasien, 178; for Realgymnasien, 661; for complete Realschulen, 1,218; for lower Realschulen, 204; for male teachers' seminaries, 593; and for female teachers' seminaries, 330. There were at the same time 36,122 students in the complete Gymnasien, 2,256 in the lower Gymnasien, 9,590 in the Realgymnasien, 15,787 in the complete Realschulen, 2,180 in the lower Realschulen, and 8,397 in the male and 3,600 in the female teachers' seminaries, making a total of 77,932 students.

*Superior instruction.*—The total number of institutions for superior education was 68, consisting of 7 universities, 6 institutions for superior technical education, 1 agricultural academy, 2 mining academies, 6 mercantile academies, 2 art academies, and 44 theological seminaries. These institutions had 1,653 instructors, of whom 870 were university professors and assistants, 330 were instructors in the technical institutions, 35 in the agricultural academy, 27 in the mining academies, 96 in the mercantile academy, 36 in the art academy, and 259 in the theological seminaries. The students amounted to 15,527, of which total the universities had 9,010, the technical institutions 2,992, the agricultural academy 472, the mining academies 169, the mercantile academies 1,226, the art academies 396, and the theological seminaries 1,262.

*Special instruction.*—Of public and private institutions for special instruction there were 1,200, of which 52 were merchantile schools, 295 were technical industrial schools, 160 singing and music schools, 64 schools of agriculture and forestry and their branches, 6 were mining schools, 4 veterinary schools, 14 schools of midwifery, 5 naval schools, 261 schools for instruction in female work, and 339 unspecified. In these institutions for special instruction there were 5,342 teachers and 75,851 students. The number of superior, secondary, and special institutions was therefore 1,578, which, added to the 16,492 elementary schools, makes 18,070 as the total number of educational institutions in Austria. The number of teachers in the superior, secondary, and special schools was 12,356, and there were 52,203 in the elementary schools, making a total teaching force of 64,559 individuals. The number of students in the superior, special, and secondary institutions was 169,310.

b. HUNGARY, constitutional monarchy: Area, 125,039 square miles; population, 13,728,622. Minister of public instruction, Dr. A. von Trefort.

The system of public instruction in Hungary is divided into common schools, comprising elementary, higher common, and burgher schools, and teachers' seminaries; secondary schools, comprising Gymnasien, Realschulen, higher girls' schools, and middle school

teachers' seminaries; superior institutions, including theological seminaries, universities, law academies, and polytechnic schools; and institutions for special instruction, viz, the central model or normal drawing schools, the national music academy, lower and higher industrial and commercial schools, the national dramatic school, and school of midwifery. To this class belong also institutions for the deaf and dumb and blind, and institutes of art and culture, such as the national museum, picture gallery, museum of industrial art, schools of painting, and the new technological museum. The ministry of education and religion has general supervision over all these institutions, but the kind and degree of this supervision vary considerably. According to the letter of the law the whole system of public education in Hungary is centralized under the control of the ministry, but as a matter of fact the power of the minister of public instruction is limited in many ways.

All the educational institutions of the country are divided, as far as their management is concerned, into those which are purely governmental, into communal, Catholic, schools of self governing religious denominations, and private institutions. The governmental, Catholic, communal, and private institutes are more or less immediately under the supervision and administration of the government or minister of public instruction, whose assistants for such purposes are the superior directors of studies (for secondary instruction), the common school inspectors, and the directors and principal teachers. But the government divides this supervision and management in the case of district schools to a great extent with the corresponding school supporting political communes, and in private institutions it exercises the right of immediate control and inspection only. In institutions of self governing religious denominations the right of government supervision is limited in many ways. It is more extended with the common schools of these denominations than with their higher institutions. Indeed, the latter are neither subject to inspection by government officers nor is the government represented in their examinations, and yet they substantially enjoy equal rights with institutions of the same character which are directed and supported by the government. Accordingly, besides the government and communal school management, there are also denominational school administrations in Hungary, the two Greek-Oriental and the three Protestant churches enjoying an entirely independent school management. Among Catholics, especially in the *Gymnasien* and the law academies, the ministry has full influence as the representative of the apostolic king and protector of the Catholic Church. The government and the independent denominations also have independent charge of the training, appointment and removal, and pay of the teachers (except in the matter of pensions), and of the selection of text books and other material used in teaching. Since the year 1879 the Hungarian language is recognized by law as the national language, and instruction in that tongue is obligatory in all public common schools without exception, and after July 30, 1882, no person can be accepted as a teacher who is not sufficiently acquainted with spoken and written Hungarian to be able to teach in that language. Those who already hold positions as teachers are required to learn sufficient Hungarian in the time specified to use it in their instruction.

*Elementary schools.*—Ministerial decrees of special interest in 1880 are one insisting upon sanitary precautions in keeping the school buildings, rooms, and outhouses clean and in regulating the conduct of the pupils to the same effect, and another with reference to giving the pupils of the common schools, in districts where the mulberry tree flourishes, practical instruction in silk culture. The appropriation for common schools in the budget of 1880 was 1,666,315 florins, or \$676,523. The number of independent political districts in 1880 was 12,814, of which 274, or 2.14 per cent., were without schools. The number of common schools at the same time was 15,824, divided as follows:

Government common schools .....	266
District common schools .....	1, 669
Private common schools ( <i>Privat-Volksschulen</i> ) .....	167



## Denominational or confessional common schools:

Roman Catholic.....	5, 411
Greek Catholic.....	2, 220
Greek-Oriental.....	1, 809
Geneva Evangelical.....	2, 322
Augsburg Evangelical.....	1, 443
Unitarian.....	68
Israelite.....	449
	<hr/> 13, 722

15, 824

Regarded with reference to the grades of instruction, the Hungarian common school system comprised in 1880—

Elementary schools.....	15, 652
Higher common schools.....	71
Burgher or city schools.....	101

15, 824

Owing to the polyglot nature of the population, instruction was given in different languages; thus Hungarian was used in 7,342 schools; German, in 867; Romanian, in 2,756; Slovakian, in 1,716; Servian, in 245; Croatian, in 68; Ruthenian, in 393; two languages in 2,335; and three languages in 102.

In the school year 1879-'80 the total number of schools, divided as to sex, consisted of 823 boys' schools, 975 girls' schools, and 14,026 mixed schools.

The total population of Hungary in 1880 was 13,728,622, and the number of children of school age (6-15 years) 2,097,490, or 15.28 per cent. of the population; 1,619,692 of these children, or 77.22 per cent., attended school; 1,433,167 scholars of the 1,619,692 were provided with school books and 186,525 were without them. There were 21,664 teachers of common schools, or 1.36 teachers to a school. Of the children attending school, 1,251,957 attended elementary (including private) schools and 367,735 attended the higher common and burgher schools, the review, and middle schools. The school year is divided into a winter and summer course, the first extending from September or October to Easter and the latter from Easter to the end of June. The number of school buildings was 15,824 (including 1,474 rented buildings), containing 21,838 rooms where instruction was given, or 1.38 rooms to a building. This shows that the majority of the buildings have only one room, in which both sexes are taught. The average number of scholars in a room was 74.16. The support of the common schools is derived (1) from the school tax, which is 5 per cent. of the direct government tax; (2) from the income of the school property and school funds; (3) from the school money and the government appropriation; and (4) from regular subscriptions from the political and denominational districts and foundations and other indeterminate sources of revenue. From these sources the total income was as follows:

	Florins.
From the government.....	689, 370
From the districts.....	3, 583, 114
From the church.....	2, 543, 698
From special contributions.....	714, 064
From school property.....	1, 134, 576
From tuition.....	1, 392, 327
Total.....	<hr/> 10, 057, 149

The amount paid by parents in 1880 for each child sent to the schools was 87 kreutzers (35 cents); the average yearly outlay for the education of each child taken from the



school income was 6 florins 40 kreutzers, or \$2.59. The average pay of regular teachers was 389.14 florins (\$157.99), and of assistants, 229.65 florins (\$93.24). The regular teachers are also provided by law with a house and garden, and the assistants with lodgings.

The higher common schools are designed to finish the education begun in the elementary schools by an additional four years' course of study intended to fit the pupils for practical life as farmers, tradesmen, artisans, &c. There were 71 such schools in Hungary in the school year 1879-'80, with a total of 322 teachers and assistants and 3,541 scholars. The average pay of a teacher of these schools was 508 florins (\$206.25) and the average cost per scholar 64 florins 36 kreutzers (\$26). These schools are not in such a flourishing condition as the elementary schools, owing to a want of proper appreciation of their objects and efforts on the part of the public. The same is true to some extent of the other kind of higher common schools—the burgher or city schools—the object of which is much the same as that of the higher common schools. Graduates from these schools who desire to pursue scientific or special studies can attend the suitable institutions. Graduates of these schools are also admitted to the lower grades of the public service, such as the railroad, postal and telegraph, customs service, &c. There were in 1880 101 such schools, with 622 teachers and 8,450 pupils. The average salary of the teachers was 805 florins 44 kreutzers (\$327) and the average cost per scholar was 65 florins 82 kreutzers (\$27), or about the same as the cost in the higher common schools.

In 1880 there were 53 teachers' seminaries for males and 18 for females, with 617 teachers and 4,333 pupils, of whom 3,050 were males and 1,283 females. There were 278 institutions for the care and education of young children (Kindergärten, &c.), in the school year 1879-'80, which were attended by 29,782 children in charge of 419 teachers or guardians. The average expense of these institutions was 764 florins 95 kreutzers (\$310) each.

The national pension institution for teachers of common schools was established in 1875, and after six years of its existence was in a very satisfactory condition. At the end of 1880 there was a membership of 11,175 male and female teachers.

*Secondary instruction.*—Gymnasien: The complete Hungarian Gymnasium—the upper Gymnasium—has a course of eight years, and the incomplete Gymnasium has a three, four, five, or six years' course. In 1881 there were 83 Gymnasien of the first and 68 of the second class, making 151 in all. They are classified as follows, according to the sources of their support:

Government .....	7
Royal Catholic .....	14
Communal .....	9
Foundation .....	1
Roman Catholic .....	49
Greek Catholic .....	3
Armenian Catholic .....	2
Evangelical (Augsburg) .....	25
Evangelical (Helvetian) .....	30
United Protestant .....	1
Unitarian .....	3
Greek-Oriental .....	3
Interconfessional .....	1
Private .....	3

---

151

The ministry of public instruction has the direction of 89 of these Gymnasien, the remaining 62 being under the control of independent denominations. In the school year 1880-'81 there were 1,023 classes, with 1,910 professors and 35,233 students, or 34 stu-

dents to a class and 18 to each professor. With reference to the denominations, the students of the Gymnasien in 1880-'81 were as follows:

Roman Catholic.....	15, 280
Greek.....	1, 774
Greek Oriental.....	1, 681
Evangelical (Augsburg).....	3, 699
Evangelical (Helvetian).....	5, 804
Unitarian.....	289
Israelites.....	6, 545
	<hr/> 35, 072

Besides the regular studies of the gymnasial programmes, 50.9 per cent. of all the Gymnasium students took an extra study. Of the graduates from Gymnasien in 1880-'81 27.8 per cent. selected theology as a profession, 26.7 selected law, 14.4 medicine, 7.8 philosophy, 2.2 were to devote themselves to technological pursuits, and 21.1 others were to become agriculturists, mining officials, diplomats, army officers, &c.

*Realschulen.*—In the school year 1880-'81 there were in Hungary 26 Realschulen, classified as follows :

Supported by the government.....	17
Aided by the government.....	3
Communal Realschulen.....	4
Confessional Realschulen.....	1
Private Realschulen.....	1

These schools were attended by 5,427 students, divided into 204 classes, with 463 professors, making 26 students to a class and 12 to each professor. The students were divided according to their religious beliefs into—

Roman Catholics.....	2, 279
Greek Catholics.....	32
Greek-Oriental.....	172
Evangelical (Augsburg).....	487
Evangelical (Helvetian).....	262
Unitarian.....	18
Israelites.....	1, 934
	<hr/> Total <sup>1</sup> ..... 5, 184

The large proportion of Jewish pupils in the Realschulen and Gymnasien is worthy of note. While the Jews form only 4.55 per cent. of the population of Hungary, their children form 20.9 per cent. of the attendance at the institutions of secondary instruction of the country. Extra studies, such as Latin, English, a language of the country other than Hungarian, chemical analysis, exercises in natural history, modelling, music, stenography, and calligraphy were taken by 63.2 per cent. of the Realschule pupils. Of the graduates of these schools, some continued their studies at the university (in pharmacy), at the polytechnicum (in engineering, machinery, and architecture); some devoted themselves to forestry and mining, agriculture, government service (postal and railroad service); others entered the army; and the rest went into business or entered upon some industrial career.

There are four public high schools for girls in Hungary. The age of the pupils is from 12 to 16 or 18 years, according to the number of courses in the school. The number of classes in 1880-'81 was 16, of professors 48, and of pupils 506. The largest of these schools was opened at Buda-Pesth in 1875, and in 1880-'81 numbered 341 pupils and 17

<sup>1</sup> This total differs from the former because some directors reported the number of pupils at the end of the year instead of the beginning.

teachers. Of the total 341 pupils, 95 were Roman Catholics, 2 Greek-Oriental, 29 Evangelical (Augsburg), 12 Evangelical (Helvetian), 2 Unitarians, and 201 Jewesses.

There are two seminaries for the preparation of teachers of institutions of secondary instruction, in which the students, besides receiving a general pedagogical training, are taught classical philology, modern philology, geography and history, mathematics and physics, and natural history.

*Superior instruction.*—There are 43 theological seminaries in Hungary, divided as follows: Roman Catholic, 20; Greek Catholic, 4; Greek-Oriental, 4; Evangelical (Augsburg Confession), 8; Evangelical (Helvetian), 5; Unitarian, 1; and Jewish, 1. These seminaries in 1880-'81 had 154 classes, 261 professors, and 1,794 students. The number of students has been on the increase for the last few years.

There are also 13 law academies with a four years' course, which had in 1880-'81 137 professors and 855 students. The attendance at these academies has diminished recently.

Hungary possesses two universities, one at Buda-Pesth and one at Klausenburg. The establishment of a third was proposed by the minister of public instruction in 1880, but the proposition reached no further than a general discussion.

The university at Buda-Pesth was reorganized in 1780 by the Empress Maria Theresa. This university numbered in 1880-'81 64 regular, 6 extraordinary, 10 honorary, and 9 supplementary (supplirende) professors, 76 Privatdocenten, and 12 teachers and assistants. There were during this year 2,879 students, of whom 2,503 were regularly matriculated, 195 were extraordinary, and 181 were pharmacists. As to their religious beliefs 46.1 per cent. were Roman Catholics, 2.7 per cent. were Greek Catholics, 2.9 per cent. Greek-Oriental, 10.5 per cent. Evangelical (Augsburg Confession), 11.7 per cent. Evangelical (Helvetian Confession), 0.3 per cent. Unitarians, and 25.2 per cent. were Jews. The percentage of persons of these faiths in the total population of the country, according to the census of 1880 was: Roman Catholic, 47.2; Greek-Catholic, 10.8; Greek-Oriental, 14.1; Evangelical (Augsburg Confession), 8.2; Evangelical (Helvetian Confession), 14.7; Unitarians, 0.4; and Jews, 4.6.

Besides the two universities the Joseph Polytechnicum, with a teaching corps of 57 persons, gave instruction to 491 students in the scholastic year 1880-'81. The institution has three sections, a general and chemical section, the section of engineering and architecture, and the section of mechanical engineering.

*Industrial and special schools.*—There are 152 schools in Hungary where some branch of in-door work is taught. In girls' schools instruction of this nature is given in female handiwork in general, and particularly in making clothes, machine sewing, straw work, and hat making. Boys are taught straw and reed work, hat and basket making, buhl saw work, and bast work.

A school for secondary industrial instruction was established in Buda-Pesth in the autumn of 1879. The object of this school is to educate builders and machinists and their assistants, and heads of small factories and workshops. The principal part of the instruction is devoted to giving a theoretical knowledge of the various industrial pursuits which form the subjects of study; that is, to studying the nature of the raw material used in a given industry, then the methods of working it, and the construction and use of the machines and tools used in its fabrication, and finally the character, composition, and use of the finished article. Practical instruction is limited to exercises in acquiring manual dexterity. The course is three years, and the pupils must be 14 to 15 years old on entering. The first year's programme includes Hungarian, arithmetic, algebra and geometry, physics, chemistry and mineralogy, free hand drawing and modelling, geometrical drawing and geognosy. German and English are extra studies. In spare hours, physical and chemical experiments are made, and pupils familiarize themselves with the tools in the workshop of the institute. In the second and third years, besides the above studies, the course includes such special studies as architecture (architectural drawing, perspective), machinery (technical mechanics, drawing of details of construction of machines), iron working (exercises in the work shop), industrial (inorganic and organic



chemistry with laboratory exercises), wood working, Hungarian metallurgy (with special reference to steel manufacture, production of cast iron and steel articles), textile industry (raw materials and their preparation), chemical technology. This school had 52 pupils in the year 1880-'81. There is in Kaschau a school for instruction in machine industry, with a three years' course somewhat similar to that of the Buda-Pesth school, having an attendance of 45 pupils. Hungary possesses 45 mercantile schools and one mercantile academy, with a teaching force of 215 persons (in 1880-'81) and 3,053 pupils. Drawing, painting, and sculpture are taught in the national model drawing school, and the industrial art school, which was opened at Buda-Pesth in November, 1880, gives instruction in elementary and descriptive geometry, ornamental and technical drawing, modelling, architectural and industrial art styles, and perspective. There are also a national music academy and a theatre school, which had an attendance of 103 and 62 pupils, respectively, in the school year 1880-'81, and 5 schools of midwifery, which granted 213 diplomas in 1880-'81.

*Charitable instruction.*—The Royal National Institute for the Deaf and Dumb, at Waitzen, had 61 male and 37 female pupils in the school year 1880-'81. Special stress is laid upon teaching the female pupils manual labor pertaining to the household. The stronger girls learn machine sewing and knitting, and practise straw and reed plaiting, and the most dexterous are also taught ornamental work. The National Jewish Deaf and Dumb Institute was established in Buda-Pesth four years ago, and was intended to have a six years' course and receive 200 pupils. There were 54 pupils in 1880-'81. The General Deaf and Dumb Institute in Vienna also receives pupils from Hungary supported from the Hungarian Jewish school fund. The National Institution for the Blind in Buda-Pesth had 83 pupils in 1880-'81. In this institution special attention is paid to instruction in music as affording a means for future support to the pupils. The girls are also taught female handiwork, &c.

Hungary possesses a national museum, consisting of the Széchenyi national library collections of antiquities, coins, casts, and archæological specimens, a zoölogical section, a mineralogical and palæontological section, an ethnographical section, a picture gallery, and a botanical section.

**BELGIUM**, constitutional monarchy: Area, 11,373 square miles; population (December 31, 1880), 5,519,844. Minister of public instruction, P. van Humbéeck.

In 1880 there were in Belgium 6 normal schools for male teachers of primary schools, with 771 students; 6 normal departments connected with secondary schools, with 610 students; and 1 adopted normal school, with 76 students. For female teachers of primary schools there were 6 normal schools, with 795 students, and 4 adopted normal schools, with 563 pupils. The total number of teachers of primary schools, lay and clerical, in 1878 was 11,808, divided as follows: In communal schools, 8,202; in private schools submitted to inspection, 1,215; private teachers, entirely independent, 2,391. The number of primary schools at the same time was 5,729, or 2.22 to each commune and 1.04 to 1,000 inhabitants. The scholars numbered 687,749, or 12.5 per cent. of the population. There were also 1,129 *salles d'asile* in that year, attended by 124,031 infants. The number of adult schools was 2,747, with an attendance of 228,563 persons, or 41.4 per thousand of population. The ordinary expenses of the primary schools amounted to 14,981,349.28 francs in 1878. In 1880 out of 49,054 persons who were drawn for service in the militia 8,478 could neither read nor write, 2,022 could read, 22,029 could read and write, and the remainder of whom record was made possessed a higher degree of education. In 1878 there were also 100 primary schools under the jurisdiction of the department of justice (hospital and prison schools, &c.), with 7,151 scholars.

In the school year 1880-'81 there were 47 students in the normal schools for secondary instruction of the lower grade at Nivelles and Bruges, and 38 at the schools of higher grade at Liège and Ghent. At the close of 1880 there were 234 secondary schools of all kinds in the kingdom, with a total of 18,619 students.



At the universities supported by the state, viz, Ghent and Liège, there were in the year 1880-'81 656 and 1,161 students, respectively, and at the universities of Brussels and Louvain, 1,239 and 1,512 students, respectively.

There were four veterinary, agricultural, and horticultural schools supported by the state in 1881, with an attendance of 222 students; in 1880 169 diplomas and certificates of efficiency were granted from these schools.

During the school year 1879-'80 there were 32 technical industrial schools, with 9,208 students. To these should be added the School of Industry and Mining at Mons, with 85 students, and the Superior Commercial Institute at Antwerp, with 137 students, making a total of 9,430 students. The total expenses of these schools amounted to 618,545.24 francs. There were in 1880 58 apprentice workshops, with 1,457 pupils, of whom only 92 were entirely illiterate.

DENMARK, constitutional monarchy: Area, 14,553 square miles; population (February, 1880), 1,969,039; capital, Copenhagen; population, 234,850. Minister of public instruction, A. C. P. Linde.

The secondary schools of Denmark have a six years' course. The Gymnasien have one department for languages and history and one for mathematics and natural sciences. Instruction in the four lower classes is the same, except that students of the Realschule department do not study Greek and the Gymnasium students do not learn geometrical drawing and natural science. The school attendance lasts from the twelfth to the eighteenth year. Besides the Gymnasien there are Realschulen, with a four years' course, and these schools are often combined with the four lower classes of the Gymnasium. In the Gymnasien French is obligatory and lasts through the six years. German is obligatory through the first four years only, after which it is interchangeable with English. In the Realschulen three modern languages are obligatory.

The appropriation for worship and education for the year 1880-'81 was 978,372 crowns (\$262,204).

No statistics have been received from Denmark later than those published in the Report for 1879.

FINLAND, a dependency of Russia: Area, 144,222 square miles; population, 2,028,021; capital, Helsingfors; population, 43,142.

For latest educational statistics, see the Report of the Commissioner of Education for 1880.

FRANCE, republic: Area, 204,177 square miles; population (December 18, 1881), 37,672,048; capital Paris; population, 2,269,023. Minister of public instruction, Jules Ferry.

*Primary instruction.*—On June 16, 1881, a law was passed making instruction absolutely free in the public primary schools. The law declares that tuition fees shall be abolished in the public primary schools and that the fees for board in the normal schools shall also be abolished. Provision was made for meeting the additional expense consequent upon gratuitous primary instruction by making certain special taxes in the communes and departments obligatory. The law includes among public primary schools the communal schools for girls which have been or shall be established in communes of more than four hundred persons, salles d'asile (or maternal schools), and the classes intermediate between the salles d'asile and primary schools, called infant classes, comprising children of both sexes in charge of female teachers who have certificates of qualification for the direction of salles d'asile. The law also provides that no person may occupy the position of teacher in primary schools without possessing a certificate of qualification for primary instruction. In 1880-'81 there were 74,441 primary schools of all kinds, public and private, of which 26,304 were for boys, 30,409 for girls, and 17,728 for both sexes together. The public schools numbered 61,527, of which 49,621 were lay and 11,906 were in charge of teachers belonging to a religious order (congréganistes). There were 122,760 teachers for primary schools, divided as follows: In the public schools, 44,165 male and 18,635 female secular teachers and 4,923 male and 17,728 female teach-

ers belonging to religious bodies. In the private schools there were 2,303 male secular teachers and 5,019 belonging to religious bodies and 8,276 female secular teachers and 21,711 belonging to religious bodies. The number of children attending the primary schools was 5,049,363, of whom 4,079,968 attended the public and 969,395 the private schools. The number attending the public schools is made up of 2,314,751 boys and 1,765,217 girls, while 253,588 boys and 715,807 girls attended the private schools. Classifying the pupils of the primary schools as to the secular or religious profession of the teachers it appears that 2,026,681 boys and 1,007,271 girls attended the public schools with secular teachers, 288,070 boys and 757,946 girls attended the public schools with teachers belonging to religious bodies, while 71,248 boys and 171,782 girls attended the private secular schools and 182,340 boys and 544,025 girls attended the schools of the other character. As illustrating the condition of affairs the new law had to deal with, the statistics show that in the public schools 1,388,534 children were paying pupils, while 2,691,434 received their education free. At the same time there were 68,321 teachers with certificates and 17,130 without. Of the latter, 15,387, or nearly 90 per cent., were teachers belonging to some religious order and 12,882 of them were females. In the private schools the proportion was more nearly even, 18,879 having certificates and 18,430 being without. The number of *salles d'asile* was 4,870, with 7,451 teachers and 621,177 children.

Five hundred and five thousand four hundred and thirty-four men and 108,043 women attended the courses for adults. These courses cost 2,298,233 francs, 699,432 francs of which were paid by the state. Of the men attending these courses, 33,845 could not read or write on entering and 31,559 could read and not write. Of the women, 8,768 could neither read nor write and 10,029 could read but not write.

There were 25,913 school libraries, with 4,206,173 volumes of all kinds, and 2,348 pedagogical libraries, with 500,855 volumes. The number of school savings banks had increased to 16,494, the number of bank books to 349,219, and the money deposited to 7,992,811 francs. There were 32,438 members of teachers' mutual aid societies, and the assets of the societies amounted to 3,000,908 francs 90 centimes.

*Secondary instruction.*—The law of December 21, 1880, provided for the establishment of institutions for the secondary education of girls to be founded by the state, with the concurrence of the departments and communes. These institutions, it was provided, should be day schools, although boarding schools could be annexed to them at the request of the municipal councils, with the consent of the government. They were to be subject to the same regulations as the communal colleges. The course of instruction was to comprise morals, the French language, reading aloud, and at least one modern language, ancient and modern literature, geography and cosmography, French history, and a review of general history, arithmetic, the elements of geometry, of chemistry and physics, and of natural history, hygiene, domestic economy, needlework, elements of law, drawing, music, gymnastics. Religious instruction was to be given, at the request of parents, by ministers of different denominations, in the school buildings out of school hours. These teachers were not allowed to reside in the school buildings. They were to be appointed by the minister of public instruction. Each school was to be in charge of a directress. Entrance and graduation examinations, with diplomas, were to be instituted for the pupils of these schools.

The author of this law was M. Camille Sée. A ministerial decree of July 28, 1881, made provision for the erection of schools in accordance with the spirit of this law and prepared for the subsequent detailed organization of their government, programmes, &c. A law promulgated July 26, 1881, provided for the establishment of a normal school to furnish female professors for the secondary schools.

GERMANY, constitutional empire: Area, 208,000 square miles; population (December 1, 1880), 45,234,001, divided among the following 26 states constituting the German Empire: Prussia, kingdom, 27,279,111; Bavaria, kingdom, 5,284,778; Württemberg, kingdom, 1,971,118; Saxony, kingdom, 2,972,805; Baden, grand duchy, 1,570,254; Mecklenburg-Schwerin, grand duchy 577,055; Hesse-

Darmstadt, 936,340; Oldenburg, grand duchy, 337,478; Brunswick, duchy, 349,367; Saxe-Weimar, grand duchy, 309,577; Mecklenburg-Strelitz, grand duchy, 100,269; Saxe-Meiningen, duchy, 207,075; Anhalt, duchy, 232,592; Saxe-Coburg, duchy, 194,716; Saxe-Altenburg, duchy, 155,036; Waldeck, principality, 56,522; Lippe, principality, 120,246; Schwarzburg-Rudolstadt, principality, 80,296; Schwarzburg-Sondershausen, principality, 71,107; Reuss-Schleiz, principality, 101,330; Schaumburg-Lippe, principality, 35,374; Reuss-Greiz, principality, 50,782; Hamburg, free city, 453,869; Lübeck, free city, 63,571; Bremen, free city, 156,723; Alsace-Lorraine (Reichsland), annexed from France in 1871, 1,566,670. Capital of the empire, Berlin; population, 1,122,360.

*Illiteracy of German recruits.*—It appears from the *Monatshefte zur Statistik des deutschen Reiches* that the percentage of illiterates in the recruits of the German army and navy is steadily declining. Prussia had 2.33 per cent. in 1880-'81; Bavaria, 0.29 per cent.; Saxony, 0.17 per cent.; Württemberg, 0.02 per cent.; the rest of the empire, 0.49 per cent. Comparing these figures with those of previous years the decrease is noticeable. Thus, in 1875-'76, Prussia's per cent. of illiterates was 3.19; Bavaria had 1.79 per cent.; Saxony, 0.23 per cent.; Württemberg, 0.02 per cent.; and the rest of the empire, 0.82 per cent. For the whole empire the figures are 2.37 per cent. in 1875-'76, against 1.59 per cent. in 1880-'81.

The city of Berlin had 191 public schools of all kinds at the close of the year 1881. These institutions had 1,391 classes for males, 1,076 for females, and 37 mixed, and were attended by 69,430 male and 57,920 female students. There were at the same time 2 Hebrew schools and 90 private schools, attended by 7,434 male and 14,307 female scholars.

The following account of the public schools in Germany was prepared by Mr. Wolfgang Schoenle, United States consul at Barmen, Germany, and transmitted to this Bureau by the kindness of the Secretary of State. It is published with some slight alterations made in consequence of later information:

#### PUBLIC SCHOOLS IN GERMANY.

The educational system of Germany, being diversified and highly developed, presents so many interesting and characteristic features that a few summary sketches of her public schools, and especially of her elementary schools, which correspond to our common schools to a certain degree, may prove to be instructive to those devoted to educational and literary pursuits in the United States.

The following observations refer principally to the public schools in Prussia; but, as the system of instruction is substantially the same throughout the other German states, may hold good for the whole of Germany.

The public schools in Germany have the double character of municipal and state institutions, inasmuch as the establishment of new schools must be sanctioned and approved by the respective ministers of ecclesiastical affairs and of public instruction. The whole educational system in the several states of Germany is placed under the chief supervision of these functionaries, and they are to decide, in the last resort, whether elementary schools shall be established and conducted as Protestant, or Catholic, or Jewish, or so-called simultaneous schools. In the last named schools pupils of different denominations receive a common instruction in the ordinary school branches from the same teacher, but religious instruction is given in separate rooms, by the ministers of the denominations to which the parents of the pupils belong.

Several cases have occurred in Prussia in the last few years where the minister has entered his veto against simultaneous schools proposed by communities and insisted upon the establishment of sectarian schools. This is especially the case in communities where nearly all the population is either Protestant or Catholic.

The teachers stand in the same relation to the communities and the state as do the public schools. In most cases the nomination of a teacher for a vacancy is left to the local school boards, but their nominations have to be ratified by the departmental school board to whose jurisdiction the local board belongs. In a few places the appointment of the candidate or the transfer of a teacher from one school to another is effected by direct decree of the departmental board. The city and town councils are generally invested with the privilege of nominating candidates for appointment as teachers of the higher elementary and burgher schools; the number of individual patrons invested with the privilege of nomination is comparatively small. Their appointment is subject to the confirmation of the minister of public instruction and of ecclesiastical affairs, and on entering upon their official duties they have to swear the oath of allegiance to both officers, so that they are municipal and government officials at the same time, and as such



they are subject to both municipal and state supervision. The local authorities, however, have no right to suspend or dismiss a regularly appointed teacher without the approval of the state authorities. They receive their salaries from the municipal treasuries, and, in case the school budget of the community should prove to be insufficient, the government has to make up the balance of their salaries.

The teachers of all grades of schools are entitled to a government pension in case of physical or mental disability, and pensions to the widows and orphans of all teachers are paid from the funds of various savings institutions established by them for that purpose. Sometimes the municipalities make additional provisions for small pensions.

All teachers are bound to join the teachers' pension association. The amount of the annual pension depends on the number of years in service and the former salary of the *emeritus*. All pensions are paid quarterly in advance.

#### HIGHER EDUCATIONAL INSTITUTIONS.

The higher schools in Germany are well adapted to the training of the pupils for their future professions and callings, and show a very high standard of mental discipline. They comprise the *Gymnasien*, the *Progymnasien*, the *Realgymnasien*, the *Realprogymnasien*, the *Oberrealschulen*, and the *Höhere Bürgerschulen* (higher burgher schools). The *Gymnasien*, *Realgymnasien*, and *Oberrealschulen* have a nine years' course, while the *Progymnasien*, *Realprogymnasien*, and higher burgher schools have only a five or six years' course.

Of these higher educational institutions I shall attempt to give the mere outlines, while I shall enter into a more detailed account of the elementary schools, which are a much more important educational factor, as they are the sources for the education of the great masses of the people.

The *Gymnasien* are the preparatory schools for the admission into the universities, and are attended by pupils who on entering the universities will devote themselves to the study of jurisprudence, medicine, theology, philology, and philosophy; in short, who aspire to a professional or governmental career. Much attention is paid to the ancient languages, while the modern languages, French and English, are treated rather superficially.

The *Realgymnasien* have a nine years' course, including Latin, but no Greek. Great stress is laid on mathematics, natural sciences, and modern languages. The graduates of the *Realgymnasien* are admitted to one university faculty only, that of philosophy, with its numerous departments of natural sciences and modern languages. As a rule the graduates pass from the *Realgymnasien* to the higher technical schools.

The higher *Realschulen* aim at a more practical education, and are generally patronized by pupils who intend to follow technical, industrial, or mercantile pursuits, or who are seeking a training for entrance into subordinate governmental offices. No ancient languages are taught, while French and English form prominent educational branches.

The instruction in the *Gymnasium* and the *Realgymnasium* in Prussia, according to the latest decree of the minister of public instruction, is uniform up to the grade of "tertia" (fourth year), when in the *Gymnasium* the study of Greek is commenced and in the *Realgymnasium* English enters into the schedule of studies.

The *Gewerbeschulen*, higher *Realschulen*, and higher burgher schools have for their chief object the training of the pupils for practical business men, artisans, and mechanics. The classics are entirely excluded from the *Gewerbeschulen*. French and English are much cultivated, and much stress is laid on drawing and instruction in the various commercial branches. The graduates of these schools may be admitted into the higher technical and industrial schools.

#### ELEMENTARY SCHOOLS.

The elementary schools in larger cities and towns, as a rule, consist of eight classes, and children have to attend them from their sixth to their fourteenth year. The regular course of study in these schools comprises the following subjects: religion, reading, writing, common rules of arithmetic, and the rudiments of algebra, the elements of geometry, history (chiefly Prussian and German), drawing, geography (chiefly extending over Prussian and German territory), the elements of physics, and natural history, German composition and grammar, and compulsory gymnastics (*Turnen*). In addition, the girls are taught sewing and knitting.

The school attendance in Germany being compulsory, it would be reasonable to suppose that the instruction in the elementary schools would be free. Such, however, is not the case in every community. To be sure the tuition fees in these schools are very moderate and occasionally but nominal, and in some cities no tuition fee whatever is charged, as, for instance, in Cologne, Düsseldorf, Elberfeld, and in about 150 other cities



and towns in the kingdom. In most of the communities, however, tuition fees are collected. The rate of these tuition fees in Barmen may serve as an average for large cities. In this city 6 marks (equal to \$1.43) for the whole year is charged for every pupil. Liberal allowances and even entire exemption from the payment of the fees are granted to the poor.

The tuition fees are only a small contribution to the school expenses, which must be met principally by municipal taxation. Illustrative of this fact will be the statement that in the year 1881 the collection of the school money from 38 elementary schools in Barmen, attended by 16,286 children, realized but the comparatively small sum of 52,000 marks, while the total expenses for these schools amounted to 427,650 marks during that period, exclusive of new school buildings and repairs.

The rate of school money is fixed pretty high in the *Gymnasien*, *Realgymnasien*, higher burgher schools, and the higher female schools, and on that account the children of the poor classes are practically excluded from them.

The following table shows the rate of tuition fees in the different classes in the *Gymnasien* and *Realschulen* of the first and second orders:

*Gymnasien and Realschulen of first and second orders.*

Classes.	Marks.	U. S. coin.
Sexta.....	96	\$22 85
Quinta.....	108	25 71
Quarta.....	120	28 56
Upper and lower tertia.....	132	31 42
Upper and lower secunda.....	144	34 28
Upper and lower prima.....	144	34 28

The annual charge of the tuition fees for the three primary classes, preparatory to the admission into *Gymnasien* and *Realschulen*, amounts to 84 marks, equal to \$20, per pupil. The school money for the different classes in the *Gewerbeschulen* is fixed in the average at 20 per cent. less than in the *Gymnasien* and *Realschulen*. To the children of clergymen, teachers, and city officials of the lower grades the tuition fees in the foregoing schools are partly or entirely remitted in some localities.

The salaries of the teachers in the elementary schools are not very high, but the academic teachers in the higher schools are comparatively well paid. The salaries of the class teachers in the elementary schools, as an average, range from 1,250 to 2,150 marks, with small extra allowances for rent. At the head of every such school is placed a principal, whose salary ranges in Barmen from 2,100 to 2,700 marks, with free quarters in the school building. These salaries may be considered an average prevailing throughout Germany.

#### GERMAN AND AMERICAN COMMON SCHOOLS.

In spite of the strenuous efforts of the more advanced German pedagogues, such as the late distinguished Diesterweg, and in spite of the unremitting agitation of the liberal and progressive parties to inaugurate a real "people's school," Germany still lacks that broad and common education which has proved so fruitful of the most beneficial results in the United States. In fact, there are no common schools in Germany, in the sense of our American common schools, where the high and the low, the rich and the poor, the native and the foreign-born, the Protestant, the Catholic, the Jew, the skeptic, and the infidel, all alike receive their common instruction. While our children pass from the lower grades in the primary schools through the intermediate to the high schools and eventually to colleges and universities, the German children of the wealthier classes, as a rule, do not attend the "people's" elementary schools. For their special accommodation the so called "*Vorschule*" (school preparatory to the *Gymnasium*, *Realschule*, and the higher female school) has been organized, where, entirely separated from the children of the lower classes, they receive their primary education preparatory to their admission into the above mentioned higher educational institutions. Thus at the very threshold of the public schools the German children are separated, the division between the high and the low, the rich and the poor, is defined at the entrance into the school room, the foundation for the social grades and ranks ruling in Germany is laid, and the estrangement between the children of the rich and the governing classes and those of the so called "people" is brought about. The pupils in the "people's" elementary schools look with apparent envy and a mixed feeling of submission and vindictiveness at the pupils in the higher schools. There is no social intercourse, no common interest, no mutual enjoyment, no reciprocal feeling between these young people; they are separated from each other from their youth, and remain separated socially for their whole lifetime.

## STATISTICS.

As the increase of the population in Germany is a rapid and permanent one, the increase of the public schools is also a continual one, although the latter does not entirely keep pace with the increase of the population. Thus in the seven largest cities of the Prussian monarchy—Berlin, Breslau, Cologne, Königsberg, Frankfort-on-the-Main, Hanover, Dantzic—the population has increased from 1871 to 1880 by 506,000 inhabitants, that is, by nearly 33 per cent., and a similar list of 23 middle-sized cities shows an advance of almost 43 per cent., so that in those 30 cities 1,600 new school classes had to be established within the period of 10 years.

In the German metropolis, Berlin, with a population of nearly 1,250,000 inhabitants, the number of children attending the elementary schools during the year 1880 amounted to 98,900, and the appropriations for the pay of the several teachers reached the sum of 3,466,015 marks. The average number of pupils in the lowest class of the elementary schools in Berlin was 40. It advanced in the second and the following classes respectively to 47, 53, 56, 58, and reached 61 in the sixth class. In several other cities the average number is still higher. In the government district of Merseburg, for instance, the average number of pupils in 589 classes amounted to 80, and in 161 classes it reached even 120 pupils. The following table shows the number of children in Prussia who entered the schools either without understanding German or who besides German understood a foreign language. This statement has special reference to the northern and eastern provinces of the Prussian monarchy. Of these the pupils understood—

Only Polish.....	360,528	Polish and German.....	70,659
Only Danish.....	21,245	Danish and German.....	4,405
Only Lithuanian.....	10,075	Lithuanian and German.....	8,161
Only Moravian.....	8,239	Moravian and German.....	502
Only Vendalic.....	6,690	Vendalic and German.....	6,098
Only Walloon.....	1,430	Walloon and German.....	147
Only Bohemian.....	1,131	Bohemian and German.....	531
Only Friesland.....	1,035	Friesland and German.....	2,789
Only Dutch.....	7	Dutch and German.....	488
Total.....	410,380	Total.....	93,780

Consequently, for more than 400,000 children teachers had to be employed who were able to instruct in some one of the above mentioned foreign languages.

The erection of new school buildings is a continual drain upon the municipal treasuries. To show the pressing demand for new school buildings, the province of Schleswig-Holstein may serve as a striking illustration. In this province 227 new school buildings had been erected within the last 6 years. The total expenses for the elementary schools in this province amounted to 6.2 marks per capita in the year 1879, so that the disbursements for every pupil were 40.62 marks in the cities and 32.31 marks in the country. The largest school district in Prussia is that of Düsseldorf, the schools of which number 1,103. In this district the number of fixed positions of teachers has been increased by 1,010 within the last 8 years.

In the whole Prussian monarchy the number of teachers' positions has been increased by 2,324 from 1879 to 1881. There are at present 86,827 teachers in the elementary schools in Prussia. The employment of female teachers has considerably increased during the last few years. The per cent. of female teachers in the year 1861 was but 5, in 1863, 6½, and in 1879, 9½. Of the above mentioned 86,827 teachers in Prussia 30,042 are females. There are at present in Prussia, principally in the eastern provinces of the kingdom, 379 Jewish teachers.

The total number of children subject to attendance in the Prussian elementary schools in 1880 amounted to 5,503,970, or, after deducting those who were attending the primary schools, the Gymnasien, the Realschulen, and the higher female schools or private schools, 4,815,974; that is, 17.2 per cent. of the total population, which is 27,279,111. There is in Prussia, on the average, one teacher for every 446 inhabitants and for every 78 children liable to school attendance. For the instruction of male and female teachers Prussia provides 109 seminaries (normal schools), which were attended by 9,892 persons in the year 1880. In some towns and cities so called "Mittelschulen," resembling our intermediate schools, have been added to the elementary schools. In these Mittelschulen the course of study prescribed for the elementary schools is supplemented by either French or English and the elementary education is brought up to a certain degree of proficiency.

The deficiency of male teachers, which was very acutely felt for a few years in Prussia, is now almost overcome, and, with a few exceptions, all the fixed teachers' positions are filled. The tax levy for school purposes is in many districts very considerable, and amounts to 35 to 45 per cent. of the general tax levy; but, notwithstanding that fact, the

continual increase of the German population is to be followed by the continual increase of additional school classes and the erection of new school buildings.

The question how the burden of the ever increasing school expenses may be taken off the shoulders of the communities is now seriously engaging the fertile mind of the imperial chancellor, and he is working out a plan by which a sufficient share of the import duties, levied by the imperial government, may be turned over to the communities, so as to enable them to diminish the local tax levies for the support of the public schools.

GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 121,305 square miles; population, 35,262,762. *a.* ENGLAND AND WALES. Capital, London; population, 4,764,312.

The following information regarding elementary education is compiled from the report of the committee of council on education, signed by Lord Spencer and Mr. Mundella, for the year ending August 31, 1881:

*Day schools.*—Number of schools inspected, 18,062; number of certificated teachers, 33,562, with a large number of assistants and pupil teachers; accommodation for 4,389,633 scholars; enrolled, 4,045,362; average daily attendance, 2,863,535; present on day of inspector's visit, 3,372,990; qualified by attendance for examination, 2,775,150; presented for examination, 2,615,911, viz, 620,213 infants (i. e., under 7 years of age) for collective and 1,995,698 (7 and above) for individual examination; of these last, 1,264,121 passed the prescribed test without failure in any one of the three subjects; government grant to elementary day schools, 2,247,507*l.* as against 2,130,009*l.* in 1880.

*Night schools.*—Number examined, 1,222; average attendance, 39,222.

*Training colleges.*—Number, 41; attendance, 3,116.

*Expenditure.*—Total from government grant, 2,614,883*l.* 13*s.* 6*d.* Cost of maintenance of day and night schools, 5,336,979*l.*

*School accommodation.*—From an analysis of data presented in the report it appears that 5,268,089 may be taken as the number of children between 3 and 13 years of age for whom elementary education should be provided and 3,657,662 the number who should be under daily instruction. Whence it follows that more than a million of names have still to be added to the number already borne on the registers of inspected schools.

*Standards of examination.*—The table setting forth the results of the examinations shows that out of 1,995,698 scholars examined 1,011,208 were over 10 years of age and ought therefore to have been presented in standards 4 to 6; only 527,436 were so presented, while 483,772 (or 47.84 per cent.) were presented in standards suited for children of 7, 8, and 9 years of age.

There has been, however, a gradual improvement in this respect, which is attributed partly to the more regular attendance and increased proficiency of the children between 5 and 10 years of age and partly to the greater attention paid by teachers to the progress of individual scholars, in consequence of a provision of the code which makes the payment of certain grants depend upon the proportion of scholars examined in the three upper standards. That proportion has risen from 19.98 in 1875 to 26.83 per cent. in the past year.

In domestic economy, drill, cookery, &c., 55,993 girls were examined during the year, and military drill is systematically taught to the boys of 1,172 day schools. Cookery is taught in 299 schools, or in 23 more schools than in 1880. Savings banks have been established in 1,187 and school libraries in 2,382 schools. In 26,290 departments of schools in which singing is taught the instruction is given by ear in 22,151, or 84.26 per cent.

*Trained teachers.*—The extent to which the training colleges have contributed to the existing supply of efficient teachers in England and Wales is shown by the fact that, of 14,197 masters employed in schools reported on in 1880-'81, 8,632, or 60.8 per cent., had been trained for two years; 1,083, or 7.63 per cent., for one year; and 259, or 1.82 per cent., for less than one year; while 4,223, or 29.75 per cent., were untrained. In like manner, of 19,365 schoolmistresses, 8,563, or 44.22 per cent., had been trained for two



years; 1,035, or 5.34 per cent., for one year; 216, or 1.12 per cent., for less than one year; and 9,551, or 49.32 per cent., were untrained. Of the teachers, however, who, from whatever cause, have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as untrained, having, under the superintendence of some of the best teachers, passed through the pupil teachers' course and served as assistants in large schools before passing the examination for a certificate and undertaking independent charges.

A considerable number of teachers who have not passed through the training colleges will always be required for service in the small schools throughout the country. Mr. Sharpe, the inspector of the colleges for masters, stated in his report for 1880:

The training colleges for masters do not supply the demand of the poorer class of schools; they practically supply the demand only of those schools which can afford to pay about 100*l.*—about \$500—a year for head or assistant teachers.

*Salaries.*—The average salary of a certificated master, which in 1870 was 95*l.* 12*s.* 9*d.*, is now 120*l.* 16*s.* 1*d.*; that of a school mistress was 57*l.* 16*s.* 5*d.* in 1870, and is now 72*l.* 10*s.* 4*d.* In addition to their other emoluments, 6,183 out of 13,694 masters and 5,636 out of 13,670 mistresses are provided with residences free of rent. These averages are calculated upon the whole of the teachers, whether principal or assistant.

*Increasing proportion of female teachers.*—Attention is drawn to the great and increasing proportion of female teachers now employed in elementary schools.

The number of female pupil teachers in 1869 was 7,273; they now number 20,476, an increase of nearly 182 per cent. The male pupil teachers, who numbered 5,569 in 1869, have increased to 9,846, or about 77 per cent.

*Pensions.*—The education department has received during the school year 96 applications on behalf of three teachers in England and Wales, and has awarded 4 pensions of 25*l.* and 3 of 20*l.*, together with 11 gratuities to the amount of 330*l.* Since the practice of granting pensions was resumed in 1875, the department has dealt with 533 English applications. There are at present 270 teachers to whom pensions have been granted in England and Scotland, of whom 20 have 30*l.*, 100 have 25*l.*, and 150 have 20*l.* a year. The full number of pensions allowed to be borne on the estimates has therefore been filled up.

*Progress from 1870 to 1881, inclusive.*—The dates of the first and third educational acts, 1870 and 1876, form convenient points of departure for the study of the school statistics from 1870 to 1881. The increase of the population in England and Wales from 1876 to 1881, inclusive, according to estimates in the report of the education department, was 1,811,396, or 7.4 per cent.

For the same period the school statistics show increases as follows:

Increase in number of inspected schools in general.....	3,821
Increase in number of day departments.....	5,594
Increase in accommodation in day schools.....	963,315
Increase in number of day scholars present at inspectors' examination.....	960,779
Increase in average attendance.....	878,962
Increase in number of certificated teachers.....	10,509
Increase in number of assistants.....	5,386
Increase in number of pupil teachers.....	1,408
Increase in number studying in training colleges.....	109

For the same period there was decrease in the number of night departments and in their average attendance. Whereas in 1869, or before the passage of the education act of 1870, there was school accommodation for 8.34 per cent. of the population, in 1881 there was accommodation in aided schools for 16.85 per cent. of the population. The more nearly the accommodation approaches that required by the school population, the less the annual increase; progress is somewhat retarded by the nature of the effort required as the system advances. The act of 1876, it will be remembered, was especially directed to securing the fulfilment of the obligation resting upon parents and guardians with reference to provision made by the acts of 1870 and 1873 for the education of chil-



dren and to extending the provision to neglected or vagrant children. It is in the latter endeavor that the most serious difficulties in respect to the location of buildings, regularity of attendance, and results upon which depend the grants in aid are encountered.

All the schools reported in 1870 were voluntary. From 1870 to 1876, inclusive, the number of these increased by 4,396, and during the same time 1,596 board schools were established.

In the second period, 1876 to 1881, the number of voluntary schools increased by 1,693; the number of board schools, by 2,096. Since the passage of the act of 1870, additional accommodation has been provided in aided schools to the extent of 2,623,689 seats, viz, in voluntary schools, 1,429,421; in board schools, 1,194,268. So far as the reports afford data for comparison it appears that the expenditure and the grant earned per scholar in average attendance are higher in board than in voluntary schools.

As day schools multiply, the number of night schools diminishes, while the proportion of their pupils in the higher standards increases.

*Education in London.*—The following information is derived from the annual address of Mr. Edwârd North Buxton, chairman of the school board for London, and from reports of the committees:

In estimating the number of children for whom school accommodation is required, the committee adopt as a basis the national census taken in the spring of 1881. They conclude that the total number of children between 3 and 13 to be provided for is 685,240, to which must be added nearly 70,000 between 13 and 14, who now fall under the operation of the by-laws. The existing provision in all efficient schools is 502,095, leaving a great deficiency still to be met.

London maintains supremacy over the rest of the country in the proportionate number of children who pass in the three R's. The percentage of passes for the year is as follows:

	Reading.	Writing.	Arithmetic.
In all schools in England and Wales.....	88.25	80.44	74.9
In London board schools.....	89.3	87.3	83.3

In 1878 less than one in five of the children attained to the fourth and higher standards. This proportion has risen nearly to one in three.

The average gross annual cost per child on the average attendance in London board schools for 1881 was 2*l.* 17*s.* 1*d.*, less by 2*s.* 2*d.* than in 1880. The gross annual expenditure for the year ending March 25, 1881, was 1,235,360*l.* 9*s.* 3*d.* The average salary of adult teachers was, for men, 144*l.*; for women, 108*l.*

There are 49 scholarships at the disposal of the board, 29 for boys and 20 for girls, which enable the holders to enter some one of the great public schools of the country.

The average attendance at board schools is 203,334, and at voluntary schools 178,518. The percentage of average attendance upon enrolment in board schools is 80.4.

Singing by note is taught in all the schools, a special instructor being employed to supervise the work.

The drill instructor reported favorably upon the system of physical exercises employed, especially as conducted in the boys' schools.

The total number of girls receiving instruction in cookery in the board schools for the half year ending September, 1881, was 4,250. Needlework is obligatory in the girls' department, and a grant is allowed where the same instruction is given to boys.

The report of the superintendent of the instruction of the deaf and dumb gives 146 as the number of children instructed at the various centres, with an average attendance of 110; progress has been made in the use of the oral system.

Classes for the blind were maintained in 30 schools; number of blind pupils, 87.

The superintendent of method in infants' schools maintains classes for the instruction

of teachers in the Kindergarten system, and visits schools in which it has been introduced. The demand for increased provision for this work, and in general for the better conduct of the infant department, is emphasized in the report.

In accordance with the act extending the power conferred by the industrial schools act of 1866 to school boards, the London board have established three industrial schools and have 840 places reserved for their use in schools under voluntary management. In these schools, which are designed for vagrant, destitute, or unruly children under 14 years of age, industrial training is combined with elementary education. The London board have provided for 3,078 children in industrial schools.

The result of a wide application of the industrial schools act in London is shown in the steady reduction of juvenile crime since 1870; the number of commitments in that year were, for boys, 8,619, and for girls, 1,379; for the current year the numbers were 4,786 and 793, respectively.

b. SCOTLAND: Population, 3,735,573. Capital, Edinburgh; population, 236,002.

The following summary is compiled from the report of the committee of council on education in Scotland for 1881, being the ninth annual report of proceedings under the education act of 1872:

*Day schools.*—Number of schools inspected, 3,074; number of certificated teachers, 5,544, with a large number of assistants and pupil teachers; accommodation for 612,483 scholars; enrolled, 544,932; average daily attendance, 409,966; present on day of inspector's visit, 475,021; qualified by attendance for examination, 400,409; presented for examination, 362,642; viz, 51,414 (under 7 years of age) for collective and 311,228 (7 and above) for individual examination; of these last, 233,062 passed the prescribed test without failure in any one of the three subjects. Government grant to elementary day schools, 359,903*l.* as against 347,232*l.* in 1880.

*Night schools.*—Number examined, 249; average attendance, 13,082.

*Training colleges.*—Number, 7; attendance, 857; total government grant, 454,997*l.* 8*s.* 9*d.*; cost of maintenance of day and night schools, 862,774*l.*

*School attendance.*—The enforcement of school attendance is intrusted to the school boards. Some dissatisfaction is expressed with the manner in which this obligation is discharged, the reports for the year showing that the increase in average attendance has not done more than keep pace with that of the population generally.

The education of the poorer classes is largely promoted by the aid given by the parochial authorities to pauper and poor parents to enable them to pay the whole or part of the school fees. The expenditure from the poor funds on account of education, exclusive of the amounts paid in industrial schools, deaf and dumb institutions, &c., was for the year, 23,496*l.* 7*s.* 0½*d.* The extension of school provision to the poor has been greatly promoted by the act of 1878 making it the duty of school boards to pay the fees for those children for whom no other provision exists.

*Standards of examinations.*—From the table showing the results of examinations it appears that, whereas, out of 311,228 scholars examined, as many as 159,895, being over 10 years of age, ought to have been presented in standards 4 to 6, only 109,395 (or 68.42 per cent.) were so presented, while the remaining 50,500 were presented in standards suited for children of 7, 8, and 9 years of age.

The report states that there has been a gradual improvement in this respect, which is believed to be mainly due to the provision of the code which makes the payment of certain grants depend upon the proportion of scholars examined in the three upper standards. That proportion has risen from 18.77 in 1875 to 36.13 per cent. in the past year.

*Domestic economy.*—Of the 24,204 girls examined in domestic economy, 13,281 passed in both branches, 3,962 in the first branch only, and 1,236 in the second.

*Trained teachers.*—The extent to which the training colleges have contributed to the existing supply of certificated teachers in Scotland is shown by the fact that, of 3,175 masters employed in schools reported on last year, 1,868 (or 58.84 per cent.) had been

trained for two years, 321 (or 10.11 per cent.) for one year, and 101 (or 3.18 per cent.) for less than one year, while 835 (or 27.87 per cent.) were untrained. In like manner, of 2,369 schoolmistresses, 1,650 (or 69.65 per cent.) had been trained for two years, 131 (or 5.53 per cent.) for one year, and 568 (or 23.98 per cent.) were untrained. Of the teachers, however, who, from whatever cause, have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as untrained, having, under the superintendence of some of our best teachers, satisfactorily completed the pupil teachers' course and served as assistants in large schools before passing the examination for a certificate and undertaking independent charges.

*Salaries.*—The average salary of a certificated master, which in 1870 was 110*l.* 16*s.* 7*d.*, is now 137*l.* 5*s.* 7*d.*; that of a schoolmistress was 55*l.* 14*s.* 2*d.* in 1870, and is now 69*l.* 4*s.* 3*d.* These averages are calculated upon the whole body of certificated teachers, whether principal or assistant. In addition to their other emoluments, 1,798 out of 3,149 masters and 472 out of 2,329 mistresses are provided with residences free of rent.

*Pensions.*—During the year the department has received 26 applications on behalf of teachers in Scotland; since the practice of granting pensions was resumed in 1875, 106 Scotch applications have been dealt with, and the department has granted 5 pensions of 20*l.*, 19 of 25*l.*, and 25 of 20*l.*, and 15 gratuities, to the amount of 560*l.*

*Progress from 1872 to 1881, inclusive.*—The increase of the population in Scotland from 1872 to 1881, inclusive, according to estimates in the report of the education department, was 248,936, or an increase of 7.1 per cent. For the same period the school statistics show increase as follows:

Increase in number of inspected schools in general .....	1,098
Increase in number of day departments .....	1,262
Increase in accommodation in day schools .....	330,795
Increase in number of day scholars present at inspectors' examination .....	249,721
Increase in average attendance .....	196,417
Increase in number of certificated teachers .....	2,978
Increase in number of pupil teachers .....	709
Increase in number studying in training colleges .....	128

From 1872 to 1880 there was increase in the number of night departments and in the average attendance upon the same. In 1881 the number fell from 1,361 to 455, and the average attendance from 14,297 to 13,082.

The 1,902 schools inspected in 1872 were denominational; the number in 1881 belonging in this category is 369; the number of public schools, 2,467; of undenominational and other schools, 238. The accommodation in inspected schools has risen from 281,688 places in 1872 to 612,483 in 1881, an increase in nine years of 117.45 per cent.

The cost of maintenance per child in average attendance is higher in public than in voluntary schools, and higher in both classes of schools in Scotland than in England.

c. IRELAND: Population, 5,174,333. Capital, Dublin; population, 249,602.

From the report of the commissioners of national education in Ireland it appears that the number of primary schools on the operation list on the 31st of December, 1881, was 7,648. During the year, 76 schools were dropped or ceased to exist as independent schools and 134 were brought into operation, giving a net increase of 58 schools as compared with 1880. The entire number of pupils on the rolls of these schools was 1,066,259 and the average daily attendance was 453,567, a decrease of 14,990 below the average attendance in 1880. The attendance in 1880, it should be observed, was abnormally increased by the influx of children to receive rations of food distributed by relief committees. The attendance of 1881 shows an increase of 18,513 over that of the year 1879.

The total number of mixed schools under Roman Catholic teachers exclusively was 2,776, attended by 368,887 Roman Catholic pupils and 22,838 Protestant pupils; the total number of mixed schools under Protestant teachers exclusively was 1,304, attended



by 25,370 Roman Catholic pupils and 127,065 Protestant pupils; the number of mixed schools under Roman Catholic and Protestant teachers conjointly was 85, attended by 10,539 Roman Catholic pupils and 10,444 Protestant pupils. Of 3,385 schools showing an unmixed attendance, 2,821 were in charge of Roman Catholic teachers and 564 in charge of Protestants.

*Model schools.*—The number of model schools reported is 29, containing 89 separate departments.

*Workhouse schools.*—The number of workhouse schools in connection with the board on the 31st of December, 1881, was 158, having an enrolment of 15,420 and average daily attendance of 8,333.

*Examinations.*—The total number of district schools examined for results during 1881 was 7,601, including 69 evening schools. The number of pupils present at the examinations was 472,256, of whom 107,439 were infants. The number passed was 355,643.

The percentages of passes gained at reading, writing, and arithmetic in Ireland, as compared with England and Wales and with Scotland, are set forth in the following table:

	Reading.	Writing.	Arithmetic.
Ireland.....	92.4	94.5	76.2
England and Wales.....	89	80.8	75.7
Scotland.....	91.9	88.8	84.2

*Teachers.*—The number of classed (i. e., certificated) teachers in the service of the commissioners December 31, 1881, was 10,621, viz, 7,437 principal teachers, 3,184 assistants. The number of pupil teachers or monitors was 6,450. The total number of teachers and students trained in 1881 at the training institution was 161.

*Pensions.*—The number of teachers connected with the pension fund in the year ending December 31, 1881, was 9,343, and the amount paid in pensions was 6,779*l.* 18*s.* 9*d.* and in gratuities 5,540*l.*

*Finances.*—The statement of expenditure embodied in the report is for the year ending March 31, 1882. The total sum disbursed by the commissioners was 821,286*l.* 13*s.* 7*d.* The parliamentary grant for 1881-'82 was 729,868*l.*

*The Royal University of Ireland.*—The Royal University of Ireland was chartered in 1880, and by the same act of Parliament it was provided that the Queen's University should be dissolved and its work transferred to the Royal University within two years of the date of the charter. The new university must be regarded as marking an era in the history of education in Ireland. It is empowered to confer all such degrees as can be conferred by any other university in the United Kingdom, degrees or other distinctions in theology excepted. No residence in any college nor attendance at lectures in the university is obligatory except for degrees in medicine and surgery. By these provisions the education of the Roman Catholic youth of Ireland is relieved of invidious distinctions.

The first matriculation examination was held December 6, 1881; the number of candidates who presented themselves for examination was 614, of whom 508 passed; 28 women were included in the number. It should be observed that the privileges of the university are offered without distinction of sex.

*Special instruction in the United Kingdom generally—science and art.*—The following information is derived from the report of the science and art department, whose operations extend over the United Kingdom:

During 1881 the number of persons attending science schools and classes in connection with the department was 61,177 as against 60,871 in 1880. The number receiving in-



struction in art was 917,101, an increase upon the previous year of 75,793. The number reported in art training includes 850,563 children who received instruction in drawing in elementary day schools.

At the Normal School of Science and Royal School of Mines there were 46 regular and 139 occasional students. At the Royal College of Science for Ireland there were 16 regular and 20 occasional students. The total number of persons who, during the year, attended the different institutions and exhibitions in connection with the department was 4,811,258, an increase upon the previous year of 876,103.

The expenditure of the department for the financial year 1881-82, exclusive of the vote for the geological survey, which was 20,571*l.* 4*s.* 5*d.*, amounted to 319,454*l.* 10*s.* 5*d.*

*Advanced scientific instruction.*—One of the most important events in the history of the department for 1881 was the opening of the Normal School of Science and Royal School of Mines, which was formed by the union of two independent organizations maintained by government in the interests of science instruction. The Royal School of Mines dates as far back as 1851; the Normal School of Science arose out of the system of instruction and examination in elementary science established by the department in 1859. By the union of the two, general science instruction is fully organized and placed upon a sound basis, the special features of the school of mines are further developed, and the provision for training science teachers is made more systematic and complete. Prof. T. H. Huxley, the dean of the new school, presents the following scheme of operations in his first report:

Occasional students may enter for any course of instruction, or for any number of courses, in such order as they please; but students who desire to become associates of the Normal School of Science or of the Royal School of Mines must follow a prescribed order of study, which occupies from 3 to 3½ years.

In the first two years the students must all go through the same instruction in mechanics and mathematics, physics, chemistry, elementary geology, astronomy, and mineralogy, with drawing; afterwards they must elect to pass out in one or other of the eight divisions to the subjects of which the third and fourth years' studies are entirely devoted, namely, (1) mechanics, (2) physics, (3) chemistry, (4) biology, (5) geology, (6) agriculture, (7) metallurgy, and (8) mining.

A student who passes in all the subjects of the first two years and in the final subjects of division 1, 2, 3, 4, 5, or 6 becomes an associate of the Normal School of Science, while, if he takes the final subjects of division 7 or 8, he becomes an associate of the Royal School of Mines.

The work of the school is arranged in such a manner as to permit the student to concentrate his attention upon one subject at a time, and he is never occupied with the subjects of more than two divisions in the same term. By far the greater part of his time is devoted to practical work in the laboratories, under the demonstrators and assistants.

The examinations in the subjects of each year are held within that year, so that the final examinations are confined to the special subjects of the division in which the candidate seeks for the associateship.

*City and Guilds of London Institute.*—The City and Guilds of London Institute for the Advancement of Technical Education reports 1,563 candidates examined, 895 passed, and 3,300 candidates under instruction. The foundation stone of the society's college, Finsbury, was laid May 10, and that of the central institution on the 18th of July. The expenses of the institute for the past year were estimated not to exceed 12,800*l.*, and actually fell a little below that sum.

*Training of teachers.*—In addition to the training colleges under government inspection, various schools and associations in Great Britain make provision for the education of teachers.

Cavendish College, Cambridge, founded by the County College Association, was opened in 1876.

It is intended to enable students somewhat younger than ordinary undergraduates to pass through a university course and obtain a degree, and to train students who intend to become schoolmasters for that profession.

The University of Cambridge has established courses of lectures in Cambridge on the history, practice, and theory of education, and maintains also an annual examination in these subjects independent of the lectures.

University College, London, makes provision for training teachers of mathematics and chemistry; the course of training includes both theory and practice. The University of London has in contemplation a yearly examination in the art, theory, and history of education.

The College of Preceptors is an incorporated society whose object is the improvement of secondary education, especially with reference to the middle classes. The president is Rev. T. W. Jex Blake, D. D., head master of Rugby. The society maintains two classes of examinations, viz, for pupils of schools and for teachers who are candidates for the college diplomas. A training class for teachers is conducted under the auspices of men of established reputation, and plans are maturing for the extension of this branch of the society's operations. The number of teachers who entered themselves for the examinations of the current year was 176.

The Universities of Edinburgh and of St. Andrews have established chairs of the theory, practice, and history of education.

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,679,775. Capital, Athens; population, 63,374.

Communal schools were established by law in 1834 on the German system. The law requires the attendance at school of all children between the ages of 5 and 12 years. Each parish is to possess at least one school, supported by the district or parish, although many receive aid from ecclesiastical institutions. A local commission in each district exercises general supervision of the schools. The prefects and subprefects visit the schools of their districts and report to the minister. The teachers of the principal town of the prefecture and subprefecture inspect the schools of their district and report to the directors of the normal school. These directors are charged with the general superintendence of all the schools of the country. Four classes of schools are reported in Greece: the communal, the ancient Greek, the gymnasium, and the university. In 1821, 95 per cent. of the male population could neither read nor write; of women, 99 per cent. At present the percentage is males 55 per cent., females 75 per cent. In 1830 there were 91 elementary schools, with 6,721 pupils, in Greece; at present, 1,215 boys' schools, with 74,880 pupils, and 75 schools for girls, with 16,932 pupils; also, two normal schools. The annual expenditure for primary education is 2,300,000 francs (\$443,900); average salary of teachers, 512 francs (\$100). The Government bears one-third of the expenses.

ITALY, constitutional monarchy: Area, 114,296 square miles; population, 28,452,639. Capital, Rome; population (at the end of 1880), 300,467.

On the 12th of November, 1881, the minister of public instruction, G. Baccelli, introduced a bill in the Chambers making school attendance obligatory for all boys and girls between the ages of 14 and 16 not attending a secondary institution of learning. The instruction is to be given in the evening, so that it does not interfere with the daily work of the pupils.

It is doubtful whether this law could be enforced in Italy as long as the primary schools proper are in a backward state. Obligatory laws have been passed before, but they were never enforced for want of schools and teachers.

NETHERLANDS, constitutional monarchy: Area, 12,648 square miles; population (December 31, 1881), 4,114,077. Capital, The Hague; population (December 31, 1881), 123,499. Minister of the interior, Dr. Willem Six.

*Elementary schools.*—At the end of 1881 the number of elementary schools was 3,927, of which 2,791 were public, 86 private receiving subsidies, and 1,050 non-subsidized private schools. This shows an increase of 47 over the preceding year. The non-subsidized

private schools were divided as follows as to religion: 564 Protestant, 443 Roman Catholic, 13 Jewish, and 30 unassigned. During the year 1881, 83 new public and 28 private schools were built, 92 public and 10 private were in course of construction, 93 public and 18 private were enlarged or repaired, 1,060 public and 141 private were reported as in need of repairs; plans were submitted for repairing or entirely rebuilding 359 public and 18 private schools, and 4 buildings were condemned. The school population, January 1, 1882, amounted to 289,623 boys (2,285 more than in 1881) and 262,309 girls (an increase of 5,032); 226,766 boys and 182,574 girls attended the public schools, or 469 and 1,064, respectively, more than in 1880. The private schools receiving subsidies were attended by 1,638 boys and 2,399 girls, showing a decrease over the former year of 366 and 586, respectively. The non-subsidized private schools were attended by 61,219 boys and 77,336 girls, an increase over 1880 of 2,182 and 4,554, respectively; 234,858 boys and 222,311 girls of 6 to 12 years of age received instruction at school or at home; and, as the number of children of that age was 265,583 boys and 263,244 girls, 30,725 boys and 40,933 girls were without instruction. Gratuitous instruction was given in public schools to 126,099 boys and 103,815 girls, in private schools receiving subsidies to 110 boys and 456 girls, and in private schools not receiving subsidies to 16,558 boys and 23,542 girls, making a total of 142,767 boys (119 less than in the previous year) and 127,813 girls (1,810 more than in the previous year) who received gratuitous instruction.

Evening schools were attended by 22,212 boys and 12,029 girls who also attended the public day schools and by 8,610 boys and 2,256 girls who attended no other schools; 5,739 boys and 1,862 girls attended the review schools. The total tuition for primary public schools was 1,119,648 florins (\$450,098). In the 3,927 schools there were 3,422 male and 461 female principal teachers, 5,035 male and 2,139 female teachers, and 2,919 male and 1,147 female assistants (pupil teachers), making a total of 15,123 teaching force. Since the school population was 551,932 there were on an average 36 pupils to a teacher, or, deducting the pupil teachers, about 50 scholars to a teacher. The expenditure for primary instruction was 11,555,506 florins (\$4,695,313), and after deducting a revenue of 1,356,563 florins the balance of total outlay was 10,198,943 florins (\$4,099,975).

The expenditure for all kinds of education, except military, prison, and infant schools, was 14,168,735 florins, against 12,365,683 florins in 1880. The number of public infant schools was 111, with 8 male and 162 female teachers and 432 assistants, and with an attendance of 10,466 male and 10,076 female children, making a total of 20,542. The number of private schools of this class was 691, with 10 male and 951 female teachers and 1,144 assistants. There were 31,531 male and 35,655 female children in these schools; 67,186 in all.

*Normal schools.*—In the seven state normal schools, viz, at Bois-le-Duc ('s Hertogenbosch), Nymwegen, Haarlem, Middleburg, Deventer, Groningen, and Maastricht there were 606 pupils in the school year 1880-'81. The expenditure for these schools in 1880 was 493,872 florins and 473,943.25 florins in 1881. Besides these normal schools the normal courses in the provinces, which were attended by 2,360 male and 733 female students in 1880, had an attendance of 2,333 males and 955 females in 1881. On the 13th of May of that year the organization of these courses, which had up to that time been temporary and experimental, was effected by a decree of the minister of the interior. The regulations prescribe a four years' course and a preparatory course for pupils 12 to 14 years old. The age of admission to the normal course proper is 14 years. The programme includes the Dutch language, reading and writing, history, geography, arithmetic, geometry, natural history, singing, pedagogy, drawing, mathematics, gymnastics, French, and female handiwork. Besides these normal courses there were seminaries for a similar purpose at Leyden and Amsterdam, organized in accordance with a ministerial decree of October 25, 1881, which were attended by 116 male and 140 female students, and 23 schools where teachers are prepared for private schools. These schools had 698 male and 100 female students. The outlay for this kind of instruction in 1881 was 1,077,080 florins, including that for the State normal schools above given.



*Secondary instruction.*—The number of Gymnasien and Progymnasien remained unchanged. There were 24 of the former and 5 of the latter. There were 316 teachers at the beginning of 1881 and 1,730 students. At the close of the year these numbers had increased to 334 and 1,911. The outlay by the communes, or districts, for Gymnasien and Progymnasien in 1881 was 664,628.75 florins (\$257,181).

The four burgher day schools had 178 students. The burgher evening schools numbered 31 and were attended by 2,553 scholars. Four other schools of the same grade where special attention is paid to industrial studies had an attendance of 1,140. As to parentage, the parents of 70 of the 178 scholars of the four burgher day schools were mechanics and handicraftsmen, 40 were shopkeepers, 12 architects, and 44 officials, teachers, and military officers. Of the 2,553 pupils of the burgher evening schools and the 1,140 students of the four similar schools mentioned above, 2,855 already had a trade or occupation at which they were busy during the day. There were 369 teachers in these various schools.

The number of drawing or industrial schools was 46, with 252 teachers and 4,842 pupils. There were 59 higher burgher schools, with a total of 687 teachers and 4,653 pupils. Of these schools 20 were government institutions, 11 of which had five years' and 9 three years' courses; 35 were communal schools, 23 of which had five years', 2 four years', and 10 three years' courses; 1 communal industrial school with a three years' course; 1 private school receiving a subsidy, with a six years' course, and 2 private schools not receiving subsidies, 1 of five and the other of three years' course; 28 of the 35 communal schools received subsidies from the Government; 21 of these received female pupils, and the total number of the latter was 150. Of the 687 teachers 19 were employed in more than one school.

Secondary schools for girls received an increase of two in 1881, making a total of 14, with 1,089 pupils. There were 107 female and 60 male teachers.

*Superior education.*—In the year 1880-'81, there were 514 students enrolled at the University of Leyden, 385 at Utrecht, and 251 at Groningen, 1,150 in all. These figures show the number of students enrolled or registered with the rector, not the number inscribed in the almanac or album studiosorum. There were at the same time 315 civilian students, 194 hearers, and 128 military students at the commercial university at Amsterdam. In 1881 the Government expended for the three universities 1,258,248 florins (\$505,815), and for other institutions of higher education 263,580.56 florins (including 183,948 florins for gymnasia inspection and subsidies), making a total of 1,521,828 florins (\$611,775).

*Special instruction.*—The government agricultural school at Wageningen had 63 scholars in the higher burgher school department and 66 in the agricultural departments, making 129 in all. At the experiment station connected with this school 802 researches were made during the year. There were 24 students at the horticultural school at Wageningen.

The polytechnic school at Delft had 343 pupils; 49 students obtained opportunities during the vacations to practise various kinds of engineering on public and other works, bridge building, levelling, surveying, &c.

The number of naval schools, teachers, and pupils remained the same as in the previous year.

The Deaf and Dumb Institute at Groningen had 201 students, that at Rotterdam 144, that at Gestel 148 (81 males and 67 females), and the Institution for the Blind at Amsterdam had 68 students, of whom 38 were males and 30 females.

The East India institution at Delft had 129 students for the year 1881. This establishment is designed to give instruction in the languages, ethnography, and economics of the Dutch East Indies. There were 71 candidates at the examination for East India officers, 50 of whom passed the examination. The similar institution at Leyden had 12 students for the year 1881. There were 4 candidates for examination, 3 of whom passed. The total outlay for secondary instruction, including industrial schools and in-



stitutes for the deaf and dumb, by the government and communes in 1881 was 1,965,118 florins (\$789,978).

The twenty-first course of the state school of midwifery opened October 1, 1881, with 20 students. The government expended 11,683 florins for the support of this school in 1881.

There were 63 students at the state veterinary school in 1881, of whom 3 were educated for the home military veterinary service, 5 for the civil, and 1 for the military veterinary service in the East Indies. The state expended 74,598 florins in 1881 for this institution.

There were 39 officials and 315 students at the Royal Military Academy at the beginning of the school year 1881-'82. Eighteen of the officials were civilians. The graduates of this school are assigned to the various branches of the military service at home or in the Dutch East Indies. The programme includes surveying, natural sciences, languages, ethnography, &c., of the Dutch East Indies, military science, mathematics (calculus), and mechanics. In the second division of the military school the course opened October 1, 1881, with 22 officers, 15 of whom were from the Dutch East Indian army. There were during the year 454 volunteers in the instruction battalion and in the artillery instruction company 180 volunteers. The school programme included reading, writing, arithmetic (whole numbers and fractions), the metric system, the Dutch language, geography of Europe, history of the Netherlands, military accounts and reports. There were 135 appointees at the Royal Marine Institute at Willemsoord at the beginning of the school year 1881-'82, 486 boys on the two school ships at Amsterdam and Rotterdam in 1881, 17 pilot apprentices on the guard ship at Amsterdam the same year, 95 boatswain apprentices on the practice ship, and 239 students at the normal navigation school. For the military medical service at home and abroad 157 students entered the course September 1, 1881, besides 17 students of pharmacy.

NORWAY, constitutional monarchy: Area, 122,869 square miles; population in 1879, 1,916,000.

The latest statistics from Norway were received in 1875, when the school population was 302,000; number of schools, 4,736; pupils, 261,622; teachers, 4,030. Education has been obligatory in Norway for a series of years, parents being required to send their children from the age of 7 in town and 8 in the country up to 14 to some public school. Each parish has its schoolmaster or masters, who live either in fixed residences or move from place to place, teaching so-called ambulatory schools and being paid by a tax levied in the parish in addition to state grants. The schools are graded as primary and secondary. In the lower grades reading, writing, arithmetic, religion, and singing are taught. Almost every town supports a superior school; a college is found in 17 of the principal towns. These colleges are maintained in part by subsidies from the government. The university at Christiania, founded in 1811 by the Danish government, is attended by about 900 students annually. Norway has also 4 schools for deaf-mutes, 1 for the blind, and 2 for idiots.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 4,745,124. Capital, - Lisbon; population, 233,389.

A compulsory education law was enacted, in 1844, but its provisions are so rarely enforced that only a small fraction of the children of the middle and lower classes attend school. Although some progress in primary education is reported within the last few years no statistics later than those of 1876 have been received. At that date 4,510 schools and 198,131 pupils were reported. Secondary instruction is given in the lyceums; the clergy obtain gratuitous instruction in 6 seminaries and 8 training schools; and the university at Coimbra gives instruction in law, theology, medicine, mathematics, and philosophy. The number of students at the university in 1881 was 564. Since 1845-'46 the regular students have numbered 29,906. Subdivided as to departments there were in theology 2,527; law, 14,812; political science, 381; medicine, 2,056; mathematics, 2,885; philosophy, 5,739; design, 1,506. The Polytechnic Academy at Oporto, which

was in its fifth year in 1881, reported 153 students in the special courses of civil and mining engineering, architecture and design, the business and agricultural courses, and in the preparatory courses for medicine and pharmacy and for the naval school.

RUSSIA, absolute monarchy: Area, 8,444,766 square miles; population, 85,685,945. Capital, St. Petersburg; population, 667,926.

The mass of the population of Russia is as yet without education; in fact, elementary education is almost impossible according to the present system of instruction. The greatest dearth of schools is in those provinces which have a purely Russian population, while the Tartar provinces and those occupied by German colonists are better off. The Pskow district has 151 schools, while the number of children of school age calls for 2,600. Charkow has 423 schools and should have 5,000. In Kostroma the proportion is 263 existing schools to 3,000 required; in Novgorod the ratio is 180 to 2,600; in Samara, 492 to 1,680; and in Wjatka, 535 to 3,900. In a male population of 40,000,000 there is 1 pupil to 45 persons, while the ratio among the women is 1 to 222. The peasant children can only obtain elementary instruction in schools which have been established in strict conformity to all the legal requirements, which are supported from certain specified funds, and whose teachers have received their appointments in accordance with certain specified forms. There are few such schools. The higher institutions are under fewer restrictions. Statistics of 2 Russian universities—those of Moscow and Kief—are at hand for 1881. The faculty at Moscow consisted of 103 members: 1 professor of theology (Greek orthodox), 40 ordinary and 12 “extraordinary” professors, 22 Docenten, 4 lecturers, 1 astronomer, 2 prosecutors and 3 assistant prosecutors, 8 professors not attached to any special branch, and 11 Privatdocenten. Three chairs are vacant. The pupils numbered 2,413 in January, 1881, and 2,430 a year later. In the medical course were 1,397 “hearers;” in law, 451 students; in mathematics and physical sciences, 392; and in history and philology, 190. At the close of 1881 there were 337 graduates, and 329 students left without finishing the course. The University St. Wladimir, at Kief, had 36 ordinary professors, 8 “extraordinary,” 13 Docenten, 3 lecturers, 1 astronomer, and 11 Privatdocenten. Thirteen chairs were vacant. In 1881 there were 1,041 students.

SPAIN, constitutional monarchy: Area, 182,578 square miles; population, 16,625,860. Capital, Madrid; population, 397,690.

The latest official statements about primary instruction in Spain bear upon the decade 1871–1880. The number of public primary schools on October 30, 1880, was 23,132; private primary grades, 6,796; in all, 29,928. The pupils in these schools numbered 1,443,222 (849,312 boys and 593,910 girls) for the public ones and 326,380 (boys, 150,257; girls, 176,123) for the private schools. The totals are as follows: 1,769,602, of whom 999,569 were boys and 770,033 girls. The school-houses constructed between 1871 and 1880 were 429 in number; those bought, 272; repaired, 1,470; total, 2,171. In the normal schools, 24,888 boys and 12,447 girls—total, 37,335—received instruction during that period. The budget for primary instruction in the municipalities in 1879–’80 was 20,810,760 francs (\$4,016,477); in the provinces, 1,776,911 francs (\$342,944) for 1880. In 1850 there were 600,000 children of both sexes attending the primary schools. In 1865 more than 1,300,000 were reported. The increase during the 15 years was about 117 per cent. Between 1865 and 1880 there was still an increase, but not in the former proportion. As stated above, there were 1,769,602 pupils in 1880, which, compared with 1865, gives an increase for the last 15 years of about 36 per cent. An official report for 1879–’80 has the following concerning superior instruction: The University of Madrid (the so called Central University, as it is the only one authorized to confer doctor degrees) has five faculties, viz: philosophy and letters, with 275 students; law, with 2,363 students; natural and physical sciences, with 376 students; medicine, with 2,468; and pharmacy, with 1,366; total, 6,848 students. Madrid has also a school of civil engineering, with 190 students; a school of science, with 343 students; a school of fine arts, with 773 stu-

dents; a school of arts and trades, with 4,770; a high school of commerce, 46 students; a high school of agriculture, 151; school of veterinary surgery, 796; a national school of music, with 1,877 students, and a school of political sciences, with 222 students. The other Spanish universities are Barcelona, with 2,459 students; Granada, with 1,225; Oviedo, with 216; Salamanca, with 372; Santiago, 779; Seville, 1,382; Valencia, with 2,118 students; Valladolid, 880; and Saragossa, with 771 students.

SWEDEN, constitutional monarchy: Area, 170,979 square miles; population, 4,578,901. Capital, Stockholm; population, 173,433.

According to the law of June 18, 1842, each parish of Sweden is to have at least one well established school with an instructor who is a graduate of a primary normal. Still, two communes, or parishes, where the schools are few and far between, may unite and carry on one school only. Ambulatory schools are also found in sections of the country where there are comparatively few people, and where the schools are necessarily widely separated. The foundation of infant schools dates from 1853; the superior primary schools were organized in 1858. Each school district has a school board, which regulates the methods of teaching, discipline, school age, &c. Ordinarily the child enters school at 7 years of age and finishes the course at 14. Children receiving instruction at home are subject to a weekly examination before the school board. In certain provinces there are special schools for young people who are over 14. The aim of these schools is to develop the knowledge obtained in the lower grades. The course of study in the primary schools covers reading, writing, mental arithmetic, memorizing, singing, &c. The public schools have two divisions, one for children from 8 to 10 years of age, answering to the lower grades of the elementary schools, and another for those older. Statistics for the whole of Sweden are not at hand, but for the middle schools, or "högre läroverk," the following figures for the autumn of 1881 are given: In 34 schools—4 of them at Stockholm—11,431 pupils were reported. These were divided into 5,076 in the *Gymnasien*, 1,879 in the *Realschulen*, and 4,476 in the common grades, or burgher schools, as the 4 lower classes are called. The *högre läroverk* are seven-class schools and the two upper classes have Greek and "no-Greek" divisions—1,408 pupils in the former, 1,652 in the latter. There are also 24 five-class schools, with 2,893 pupils, the two upper classes containing 395 Latin pupils (preparing for the *Gymnasium*) and 575 *Realschule* pupils; 19 three-class schools, with 801 pupils; 9 two-class, with 227 pupils; and 9 one-class, "pedagogier," with 159 pupils; in all, 95 schools, with 15,511 pupils. The two universities at Upsala and Lund are well endowed and take a high rank. They are attended by about 1,500 (Upsala) and 650 (Lund) students annually. Sweden has 17 schools for deaf-mutes, 4 for the blind, and 4 for idiots.

SWITZERLAND, federal republic: Area, 15,992 square miles; population, 2,846,102. Capital, Berne; population, 36,000.

The school statistics for the year 1881, just published by the Swiss government, have not been received to date, so that only stray items can be given. Each of the cantons and demi-cantons has its local government, and in all the cantons, but especially those of Northeastern Switzerland, education is widely diffused. In the Protestant cantons the proportion of school attending children is to the whole population as 1 to 5; in the half Protestant and half Roman Catholic cantons it is as 1 to 7; in the Roman Catholic, 1 to 9. Instruction is obligatory between the ages of 6 and 12. Primary and secondary schools are found in every district; in the former, the elements of education, with geography and history, are taught; in the latter (for children from 12 to 15 years of age), modern languages, geometry, natural history, the fine arts, and music. There are normal schools in all the cantons and there are 4 universities.

In the *Canton of Zürich* the school fund amounted to 57,000 francs in 1832; in 1877 it reached 1,740,000 francs; in 1881 the districts alone raised 2,056,378 francs for the ele-



mentary and 340,096 francs for the secondary schools. The cantonal fund for these two grades was 1,000,000 francs, so that the schools receive about three and a half millions annually. In 1880-'81 Zürich (canton) had 93 "review" schools (Fortbildungsschulen) receiving state aid. The teachers numbered 206; pupils, 177 under 15 years of age and 1,937 over that age. There were also 54 schools taught the whole year. *Gewerbeschulen* were reported at Riesbach and Zürich. In the former were 88 pupils over 15 years old and 9 teachers; in the latter, 467 pupils of like age and 22 teachers. Other schools of this canton were the industrial art school of Zürich, 2 schools for modelling, an evening school for girls, a girls' work school, and a cantonal technical school. The university at Zürich (or German-Swiss high school, as it is called) had 351 students in the winter semester of 1881-'82. They were subdivided into 18 theological students, 34 for law, 180 studying medicine, and 119 philosophy.

In the *Canton of Berne* there are primary, secondary, review, handiwork, watchmaking, and other industrial schools. The handiwork and technical industrial schools embrace instruction in drawing, modelling, practical reckoning, elements of geometry (especially surface and body measurements), book-keeping in German and French, physics and chemistry, and technological branches. Eleven such schools reported in 1880, with 450 pupils. The handiwork school of Berne had 181 pupils in 1878-'79. The drawing school of Brienz, at the end of 1880-'81, had 38 pupils; that of St. Immer, 43 pupils. The art school of Berne has 4 teachers and from 15 to 20 pupils who are studying oil painting, drawing (academic and ornamental), modelling, painting in water colors, perspective and technical drawing, and methods of instruction in drawing. The city of Berne has 2 secondary schools for boys, with 5 classes each; the boys enter these schools after passing through 4 primary school classes. The girls' schools have two divisions: a secondary school for pupils from 10 to 15 years of age and an upper division for those from 15 to 19 years. Here, too, in the one school for girls, is a five years' course, as in the boys' schools. The studies included in the schools for girls are religion, pedagogy, German, French, English, mathematics, history, geography, natural history, singing, drawing, writing, fancy or handiwork, gymnastics, letter writing, a business course with book-keeping, knowledge of different kind of wares, and domestic economy. Berne University enrolled 385 students, viz: in the theological courses, 35; in the legal, 139; in the medical, 150; and in the philosophical, 61.

*Lausanne, Canton of Vaud*, gives information for 1880-'81 of 98 schools for boys, 99 for girls, and 624 mixed schools; pupils, 33,876, from 7 to 16 years of age; teachers, 509 men and 312 women. The normal school had 154 students in 4 classes; the industrial school, 414 pupils in 8 classes; the cantonal college, 229 pupils in December, 1881; the Gymnasium, 91; and the academy, 264. The 17 communal colleges had 353 pupils in the classical divisions and 982 in the scientific divisions. Twelve villages report superior schools (higher schools for girls), with 705 pupils. At these district schools were 170 teachers. Many private institutions are also reported, with from 150 to 200 pupils. The deaf and dumb institute at Moudon had 29 in its courses; an agricultural course (at Lausanne), 24 students.

*Aargau* reports 34 review schools, 4 of them for industries. The most important is at Lenzburg; its courses are continued the whole year.

*St. Gall's* school districts brought 2,385,898 francs to the public schools in 1879-'80; in 1880-'81 the sum was increased to 2,527,445. The cantonal fund for education was a million francs.

*Lucerne* reported 24 district schools in 1879-'80, with 551 pupils in the winter course. The summer course of 1880 was held in 23 district schools; pupils, 417. In 1880-'81 there were 24 secondary schools, with a total of 502 pupils. An additional 226 pupils were noted in Lucerne City, Münster, Sursee, and Willisau. Pupils of the canton taking the winter and full year's course were 1,029 in 1879-'80 and 728 in 1880-'81.

*Graubünden* (Grisons) had 358 pupils in the cantonal schools in 1880-'81 to 361 in the



preceding year. At the Gymnasium were 67 pupils; in the Realschule, 163; teachers' seminary, 123; total, 353. These figures are for the beginning of the year.

*Basle* reported 44 "review" schools in 1879 and 34 in the winter of 1880-'81. The pupils numbered 647 at the beginning of the course and 472 at the termination. Reading, composition, arithmetic, and a knowledge of the history of Switzerland were among the branches taught. The drawing and modelling school of the city of Basle, which was founded in 1796, was to undergo certain changes in the plan of organization. In 1879-'80 800 students were reported; the average was 740. The school for woman's work had 139 pupils in the latter part of 1880. Branches taught were sewing by hand and machine, dressmaking (pressing, cutting, trimming), arithmetic, and book-keeping. Basle University had 267 students in 1881-'82 (winter semester): in the theological course, 56; legal, 41; medical, 100; philosophical, 70.

*Geneva's* review (Fortbildung) school numbered 104 students in 1879-'80; the commercial and industrial school, 146 regular students and 206 externs; the school for watch-makers, 90 pupils in 1880-'81, at the end of the year 53, 28 having finished their apprenticeship, and 4 leaving before the close of the course. Both theoretical instruction and practical instruction are given in this school. The studies cover French, arithmetic, mathematics, linear drawing, physics, and book-keeping. The drawing and art schools of Geneva City were divided as follows in 1880-'81: 2 preparatory schools, with 63 pupils; 1 school for young ladies, with 164 pupils; 1 middle school for modelling and ceramics (with 29 pupils) and for drawing from the figure (34 pupils); 1 school for ornamentation and architecture, 54 pupils; 1 school for art industry, 72; 1 school for designing from nature (lasting from November to April), with 27 pupils; 1 school of fine arts, with 18 pupils. The canton has also a faculty of medicine, a school of chemistry, a school of pharmacy, and now a school of dentistry. With 100,000 inhabitants, the expenditure for educational purposes is quite remarkable. In 1865 it amounted to 343,909 francs, that is, 11 per cent. of the total expenditures for cantonal affairs. In 1880 the amount was 1,135,535 francs, or 23 per cent. of the expenditure from the treasury, viz, 4,907,924 francs.

From *Solothurn* the statistics are: 2,034 Fortbildung (or review) pupils, under charge of 212 teachers in 1880-'81.

*Thurgovia* had in the winter of 1880-'81, in similar schools, 2,464 pupils and 240 teachers.

*Glarus* reported an additional number of such review schools. The number in 1880-'81 was 22, with 550 pupils. Of these, 320 were over 16 years of age.

*Schwyz*, in 1881, reported a drawing school, with 40 pupils; a "review" school, with 24 pupils, at Ibach; another at Einsiedeln, pupils not given, but with instruction in elementary branches, book-keeping, drawing, and French.

*Uri* had 1,330 male and 1,354 female pupils in the primary and secondary grades. The teachers were: men, 25; women, 25. Two districts kept all-day schools throughout the entire year; 2 districts, half-day schools for the whole year. Three districts had all-day schools for half of the year and 16 had half-day schools for the half year.

**TURKEY** (in Europe): Area, 62,028 square miles; population, 4,275,000.

No reports are at hand from this section of the world, but from a statement made by the inspector of the burgher schools at Constantinople it is learned that 450 burgher schools are found in Constantinople and the provinces at present. More than 5,000 pupils attend these schools. About 160 graduates were noted, to 60 in the preceding year.

*Bulgaria*.—In 1878-'79 there were 1,088 primary schools in Bulgaria, and in 1881 the number had increased to 1,365. The primary schools are supported by the communes and also by the churches, the latter contributing two-thirds of the products of the sale of candles for the purpose (the manufacture of candles for religious purposes being a monop-

oly of the clergy). The communes contribute a portion of their domain for school purposes. Before the Russian occupation the school-houses were wretched structures. More than four hundred have been built since then. It was found easier to build these unpretending edifices than to find teachers. Under the Turkish rule intelligent Bulgarians who wished to remain in their country were obliged to become teachers, priests, or physicians. Since the advent of Russian rule the same class of people have found employment in administrative affairs, and those who have remained with the schools have had the task of hastily preparing young persons who were willing to serve as teachers. After six weeks or two months of pedagogical training these young teachers enter upon their profession. Two-thirds of the Bulgarian schoolmasters are from seventeen to twenty-four years of age. In 1881 two normal schools were established.

Besides the purely Bulgarian schools, the government has had to preserve the Muselman and the Israelite schools. There are about 300,000 Turks remaining in the principality, and the instruction in their schools is entirely religious. The Jews are the descendants of those who were expelled from Spain by Philip II and speak Spanish to this day. Their schools are of a primitive character, but have been much improved recently through the efforts of the Hebrew alliance. Twelve cities have secondary schools, and at Sophia there is one where the ancient languages are taught. As yet (1881) there is no superior education. An agricultural school will soon be opened. Students of special branches (law, medicine, industrial arts) pursue their studies abroad, the majority of them at government expense.

*Roumelia*.—In Eastern Roumelia, with a population of over a million, there were, in the school year 1880-'81, 1,412 primary schools, with 80,591 pupils, of whom 23,789 were girls. The Bulgarians, who form the greater part of the population, had 841 schools, with 48,000 scholars; the Turks, 471 schools, with 15,189 scholars; and the rest were scattered among Greeks, Armenians, and Jews, who made up the rest of the population. Education is obligatory in Roumelia from the seventh to the thirteenth year, and the statute further declares that after fifteen years from the date of its publication only those individuals shall have the right to vote who shall be able to read and write Bulgarian, Greek, or Turkish. According to the most probable calculations, two-thirds of the children of the province were subject to the compulsory law. The majority of the teachers were Bulgarians. Among the Turks the imans and muezzins perform the functions of teachers. There are no normal schools, but young teachers study pedagogics during the vacations. Inspection is performed not by special officers but by physicians, ecclesiastics, and other prominent individuals. There are four secondary schools, which have been established since the Russian occupation, two for boys and two for girls. There is no superior education. Some young students are educated abroad at the expense of the government, as in Bulgaria.

## II.—ASIA.

BRITISH INDIA: Area, 1,425,723 square miles; population, 254,899,516.

In 1870 the government of India made over to the local governments several departments of the administration, including education, with a fixed imperial assignment for their support.

In respect to education, it was especially stipulated that the existing code, the grant in aid rules, and other matters of general principle should not be affected by the transfer.

The systems of education maintained in the several provinces under this arrangement bear a general resemblance to that of Great Britain. The expenditures are met by grants in aid, local taxes, tuition fees, subscriptions, endowments, &c. With respect to grade, the institutions are classified into universities, colleges, secondary schools (including high and middle schools), primary schools, and schools for special or technical training. With respect to their relation to government, the institutions shown in the official reports are classified into government schools, aided private schools, and unaided private schools under government inspection. This simple outline comprises a system of com-

plicated detail, of which the most prominent features are separate schools for boys and girls, the division of the schools into English, vernacular, and English and vernacular, and the classification of scholars by race or creed.

*Universities.*—Superior education is provided in the universities of Calcutta, Madras, and Bombay. A fourth university will doubtless soon be added, a bill for conferring upon the Punjab University College the powers of a university having been transmitted to the secretary of state, who had previously intimated his approval of the measure. London University has furnished the model for those of India. Their function is to confer degrees upon matriculates who study in the affiliated colleges and schools and upon such other candidates as may be presented under the rules of the senates.

Degrees in science have recently been instituted in the Bombay University and the name of the first arts examination changed to the previous examination, to indicate the place it now holds as introductory to both degrees in the faculty of arts, viz, B. A. and B. SC.

During the present year the Bethune School for Girls has been added to the number of government colleges affiliated to the Calcutta University. Its courses lead to the first examination in arts.

The record of university examinations and passes for the year gives some idea of the extent to which the people avail themselves of the provision for superior education.

Examinations.	Bombay University.		Calcutta University.		Madras University.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Matriculation or entrance examination.....	1,260	429	2,031	1,184	3,519	1,371
ARTS COLLEGES.						
First arts examination.....	405	179	840	320	478	167
B. SC. examination .....	62	2				
B. A. examination .....	100	34	295	126	195	113
M. A. examination.....	7	4	48	30	9	5
COLLEGES FOR PROFESSIONAL TRAINING.						
Engineering.....	636	26				
L. C. E. examination.....	423	17	27	10		
B. C. E. examination .....			4	3	2	1
Medicine:						
Preliminary scientific.....					5	5
L. M. S. first examination.....	28	21	47	17	6	3
L. M. S. second examination.....	28	24			8	8
First M. B. examination .....			32	11		
M. B. examination.....			15	9		
Honors in medicine.....			2	1		
Law:						
B. L. examination .....	25	17	86	35	41	7
B. C. L. examination .....					2	2
<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span>a 1 girl.</span> <span>b First B. SC.</span> <span>c First L. C. E.</span> <span>d L. C. E.</span> </div>						

The year was signalized by the success for the first time in India of two young native ladies at the first arts examination at Calcutta University and two at Madras University. The latter bestows the degrees in arts upon candidates who have not qualified in a classical language. From the classification of the examinees with respect to race and creed, it appears that the Brahmins take the lead in higher education.



The expenditure upon the three universities for the year under report was 143,555 rupees (a rupee=39 cents).

The following summaries are derived from the official reports on public instruction in nine provinces (Bombay, Bengal, Madras, Punjab, northwestern provinces and Oudh, Assam, central provinces, Coorg, and British Burmah) and two native states (Hyderabad and Mysore): Population, 201,064,016; number of scholars in arts colleges March 31, 5,620; number in colleges for professional training, 1,497; number in schools for special or technical training, 19,847; number in secondary schools (high and middle), boys, 260,854; girls, 14,486.

*Secondary instruction.*—Secondary education is most widely diffused in Bombay and Bengal. In the former it is estimated that the ratio of boys in high schools to the whole population is 1 to 5,000, in middle schools 1 to 1,666; in the latter the estimates are: for high schools, 1 to 1,400; for middle schools 1 to 1,000.

*Elementary instruction.*—The reports of primary instruction include all the aided schools and unaided schools under government inspection. These had, March 31, a total enrolment of 1,888,345, viz, 1,784,988 boys and 103,357 girls.

The total annual expenditure for primary education was 6,685,070 rupees, of which 6,178,713 were for boys' schools and 506,357 for girls' schools. The total government expenditure for primary education was 2,238,797 rupees, of which 2,016,771 were for boys' schools and 222,026 for girls' schools. The expenditure for primary education is not a very high percentage of the total expenditure for education. In Bombay, where it is highest, the expenditure for primary schools for boys was 38.28 per cent. of the total expenditure and for girls 4.02 per cent.

The proportion of government expenditure to the total expenditure varies greatly in the several provinces. This is partly due to the operation of the payment upon results system and partly to the constant endeavor to reduce the government appropriations and to secure adequate support for the schools from district and municipal funds.

In the three provinces reporting the largest expenditure, the ratios of government expenditure to the total for primary education are as follows: Bombay, for boys' schools 21 per cent.; for girls', 17 per cent.; Bengal, for boys' schools, 19 per cent.; for girls', 40 per cent.; Madras, for boys' schools, 9 per cent.; for girls', 24 per cent.

The policy of the government is to reduce appropriations; at the same time a strong opposing party maintain that the increase of local taxation is impossible. The director of public instruction for Bombay, in his report for 1880-'81, observes that the local resources are now almost entirely appropriated and that a further extension of primary education depends mainly on the ability of government to make a larger grant in aid of local fund schools. Similar statements are made by other directors. The question of school revenue promises to become the most important of any affecting the progress of education in India.

The current reports call attention to the growing interest in education in the rural districts and among the Mahometan population, to the tendency to multiply schools for girls, and to the steady increase in the number of indigenous schools brought under government inspection. With all that has been accomplished, however, it is estimated that upwards of 25,000,000 children needing primary education are uncared for, and such is the urgent necessity of extending the means of elementary education among the masses of India that an educational commission is to be organized to devise practical measures for meeting the demand.

The total number of scholars reported in inspected schools of all classes in the nine provinces and two native states under consideration was 2,190,197, of whom 206,832, or a little above 9 per cent., were studying English.

JAPAN, absolute monarchy: Area, 156,604 square miles; population, 34,338,479. Capital, Tokio; population, 811,510.

The latest educational statistics for Japan are to be found in the Report of the Commissioner of Education for 1879. The Japanese code of education. revised to Decem-



ber 28, 1880, was fully stated in the report for 1880. A late item of information is that the Japanese minister of education has gone to Berlin for the purpose of studying German methods of education. Certain changes, as a result of this visit, are to be introduced in the home system. According to a statement made by him, there were 53,000 government schools in Japan in 1872, arranged according to European models; this gives one primary school to every 640 inhabitants. In 1875 the number of pupils was about half a million, and in 1877 there were 1,500,000 male and 500,000 female pupils. Some 57,000 men and 1,275 women were teaching at that date. As the number of persons of school age is, however, over five millions, many new schools are necessary. Private persons have contributed over thirty million dollars for school purposes, besides large gifts of lands, and the number of pupils in 1881 exceeded three millions.

### III.—AFRICA.

EGYPT, a dependency of Turkey: Area, 1,406,250 square miles; population, 16,952,000. Capital, Cairo; population, 349,883.

For the latest educational statistics, see the Report of the Commissioner of Education for 1879.

### IV.—NORTH AMERICA.

DOMINION OF CANADA: Area, 3,470,392 square miles; population, 4,324,810. Capital, Ottawa; population, 27,412.

Each of the seven provinces forming the Dominion of Canada has power to regulate its own local affairs, including education, so far as may be done without interfering with the policy and action of the central administration under the governor general.

Public instruction in most of the provinces is under the control of a council of education and of one or more superintendents, according as the religious element is or is not recognized. Full information upon this point is embodied in my annual report for 1876.

*a.* BRITISH COLUMBIA: Area, 341,305 square miles; population, 49,459. Capital, Victoria. Superintendent of education, C. C. McKenzie.

The report of the superintendent for 1881, being the eleventh annual report, includes a brief survey of the decade.

Total enrolment in common schools for the current year, 2,579; average daily attendance, 1,313.61; enrolment in high school, 74; average daily attendance, 45.07; total enrolment for all public schools, 2,653; total number of teachers, 68; permanent staff, 62; total annual expenditure for education, \$58,515, of which sum \$9,254 were for buildings and insurance. From the review of the decade it appears that during the period the sum of \$480,395 has been expended for education and that more than 6,000 children have been instructed.

*b.* NEW BRUNSWICK: Area, 27,174 square miles; population, 321,233. Capital, Fredericton. Chief superintendent of education, Theodore H. Rand.

The mode of support of schools in New Brunswick is threefold: (1) District assessment, (2) county assessment, and (3) government grants. The government grants for the year, as shown by the tables, amounted to \$155,020; the county assessment, to \$83,927; the district assessment is not given in the report, but is estimated by the superintendent at \$250,000.<sup>1</sup> To these sums should be added annual government grant to university, \$8,844, and government grant for education of the blind and of deaf-mutes, \$1,220, making a total of \$499,012.

The following statement of average rate of salaries is also furnished by the superintendent—

<sup>1</sup>For this and other interesting information pertaining to the school system of New Brunswick, I am indebted to a private letter from Hon. Theodore H. Rand. Of this item he says: "Probably I have placed the district assessment too low in my estimate."

ent: first class males, average for whole province, excluding principals of grammar or high schools, \$508; second class, \$315; third class, \$236; first class females, \$339; second class, \$230; third class, \$186.

The school year consists of a summer term of 108 teaching days and a winter term of 117 teaching days. Number of schools reported for the term, 1,368, having 1,410 teachers and 52,739 pupils. The enumeration includes 14 grammar schools, having 14 principals, 38 other teachers, and 618 pupils. Number of schools reported for the winter term, 1,297, having 1,356 teachers and 49,550 pupils; 14 grammar schools are included, having 14 principals, 36 other teachers, and 589 pupils. Total number of different pupils in attendance upon the schools during the year, 62,623; proportion of the population enrolled during the summer term, 1 in 5.42; during winter term, 1 in 5.77.

The attendance upon the normal school for the annual session closing July 1, 1881, was 130 students, of whom 32 belonged to the French preparatory department. The model department enrolled 188, viz, 78 boys and 110 girls.

c. NEWFOUNDLAND: Area, 40,200 square miles; population, 181,753. Capital, St. John's.

Following is from the report of Hon. William Pilot, superintendent of Church of England schools, for the year ending December 31, 1881:

Total number of pupils reported in schools under Church of England boards, 9,326; number of teachers employed, 129; total expenditure, \$26,523.06.

d. ONTARIO: Area, 101,733 square miles; population, 1,923,228. Capital, Toronto; population, 86,415. Minister of education, Adam Crooks, LL. D., Q. C.

*School population and attendance.*—Total school population (5 to 16), 489,924; number of pupils 5 to 16 attending public schools, 464,395; number attending high schools, 9,633; number attending universities, colleges, private schools, &c., 5,750; number under 5 or over 16 attending the several classes of schools, 27,611. Estimate of number 5 to 16 not attending any school, 10,146, or 2 per cent. of the total school population. Average daily attendance at the public schools, 220,068.

*Receipts and expenditures.*—Total receipts for all public school purposes, \$3,254,829; total expenditure, \$2,822,052, of which \$2,113,180 were for teachers' salaries. Average cost per pupil, based on total expenditure, was \$5.66 for rural districts, \$6.90 for cities, \$6.07 for towns, being for the whole province \$5.85.

The system of public instruction in Ontario is so highly approved that a detailed account of its organization will doubtless be of interest to those who may be intrusted with the development of a system elsewhere. For the following statement I am indebted to Philip Carroll, esq., United States commercial agent at Port Stanley and St. Thomas, Canada:

*Outline of the system of public instruction in Ontario.*—The law provides for a department of education which shall be presided over by the minister of education. The powers and duties of the department of education are: (1) To prepare from time to time, subject to the approval of the lieutenant governor, text books, programme of studies, general rules and regulations for the organization and government of all the schools and collegiate institutes, together with all other rules which may seem proper and appear to enhance the interests of education. (2) To distribute, within certain restrictions, the annual appropriation for the purpose of education, to appoint inspectors, and to require applicants for teacherships in all the schools to furnish evidence of their qualifications, and to prescribe the conditions upon which pupils shall be admitted to the high schools and collegiate institutes, &c.

The law provides for public schools, high schools, collegiate institutes, separate Catholic and separate colored schools, &c. For the support of these schools the provincial parliament makes an annual appropriation, which is divided equally upon the basis of attendance at each school.

The province is divided into school districts, the residents of which are annually taxed a certain amount, equal at least to the legislative grant, toward the support of the school to which they send their children; but no one is taxed for the support of a school to which he or she does not send children. Should the amount realized from the residents

of a school district under this provision not equal the amount apportioned from the legislative grant, the latter is withheld until an equal sum shall have been raised. All children from seven to twelve years of age have the right to attend some school or to be otherwise educated four months in each year. A parent or guardian who fails to provide for the education of his or her children between the ages adverted to is liable to a fine of \$5 for the first offence and double that sum for each subsequent offence.

A petition signed by five Roman Catholics in any school district is the only requisite to the establishment of a separate school of that faith and to a share of the annual legislative grant.

In the case of colored people twelve names are necessary to a petition in order that they may have the privilege of establishing a separate school and the right to a share of the grant in question.

In the public and other schools or institutes the religious feeling of each pupil or student is scrupulously respected. In all these it is optional with the pupil or student as to whether he or she shall attend any particular religious service not his or her own.

The teachers in the various schools and institutes have to undergo very stringent examinations before the central committee, provided for in the act, which awards them first, second, or third class certificates, according to their qualification or grade, when they shall be deemed qualified to teach. No one who is not a subject of Her Majesty is eligible to teach, no matter what his qualifications. This is law; but I am informed by Mr. N. W. Ford, a teacher in the Collegiate Institute at St. Thomas, to whose courtesy and kindness I am indebted for the books from which I select the data for this report, that any person who can pass the examination is permitted to teach in the province.

No foreign books are permitted to be used in any model or public school without the express permission of the department of education.

The public school year consists of two terms, commencing on the 3d of January and ending on the 7th of July, and again on the 18th of August and ending on the 23d of December.

In the rural school sections, which are limited to five miles in length and breadth, respectively, there are three trustees to each, elected for three years, or until their successors shall have been elected by the ratepayers thereof.

In all towns not divided into wards and in all incorporated villages there are six school trustees to each town or village. Each town or city divided into wards has two trustees to each ward. A trustee cannot be reelected against his own consent until four years shall have elapsed from the date of the expiration of his term.

The law also provides for a certain number of county, town, and city inspectors, who shall be appointed by the county council or city or town school board, as the case may be. The county inspectors receive as compensation not less than \$5 each per school annually from the county, and an additional \$5 each per school per annum from the "consolidated revenue fund." They are also allowed travelling expenses, to be determined by the county council. The compensation of the city and town inspectors is determined by the board appointing them.

The schools are variously designated as public schools, high schools, normal or model schools, separate Catholic and colored schools, and collegiate institutes. There is a high school or collegiate institute in every county or union of counties, but the county council can, under certain restrictions, establish more.

A collegiate institute must have a daily average attendance of sixty male students studying Latin and Greek and four masters teaching the same, to entitle it to be classed as a "collegiate institute."

The county council has the power, with the approval of the lieutenant governor, at its annual June session, upon the recommendation of the minister of education, to discontinue any high school within its jurisdiction.

No person can be appointed head master in a high school or collegiate institute unless he shall be a graduate of arts of some university within Her Majesty's dominions and furnishes satisfactory evidence of his knowledge of the science and art of teaching.

All teachers who, while engaged in the profession, contribute to the "superannuated teachers' fund" are entitled to be retired upon reaching the age of sixty and to receive \$6 per annum for each year of service, and all teachers under sixty who have contributed in like manner and are or may become disabled are entitled to a similar sum, and in certain cases those of both ages are entitled to \$1 extra per annum for each year as above.

The high schools, collegiate institutes, and public schools in the same district open annually on the 7th day of January and close on the Thursday before Easter, reopen on the first Tuesday thereafter and close again on the 13th day of July, reopen on the 1st day of September and again close on the 22d of December, thus making three vacations in these respective schools annually.

The admission of pupils to the high schools and collegiate institutes is determined by a board of examiners consisting of the county, city, or town inspector of public schools,



the chairman of the public and high school or collegiate institute boards, and the head master of the high school or collegiate institute. The questions to be propounded are prepared by the "central committee" and transmitted by the minister of education to the inspector of the city, town, or county, as the case may be, who shall be the chairman of the board adverted to and who shall prepare a return of the answers of each candidate and transmit it to the minister of education for approval or disapproval.

Besides the schools hereinbefore enumerated, there are industrial schools, in which children are lodged, clothed, fed, and taught. Any child under the age of fourteen years who is destitute, vagrant, unruly, or under the control of vicious parents or guardians may be brought before a magistrate and sent to an industrial school, but in no case for a longer period than until the child shall have attained the age of sixteen years.

e. QUEBEC: Area, 188,688 square miles; population, 1,359,027. Capital, Quebec; population, 62,446. Superintendent of public instruction, Gédéon Ouimet.

Total number of schools of all classes, 4,800, having 6,906 teachers and 238,126 pupils; total number of pupils in schools under supervision, 235,574; average attendance, 180,370; total amount levied for public instruction in the province in 1880-'81, \$1,997,135.

Among the measures for the consideration of the legislature the superintendent urges the appointment of an inspector general as a means of bringing the superintendent and the inspectors into closer relations; the legal requirement that school commissioners and trustees shall know how to read; and the engagement of teachers for a period of not less than five years.

The three normal schools were attended during the year by 314 students, of whom 189 passed the examinations at the end of the year entitling them to diplomas, as follows: as teachers for academies, 18; for model schools, 72; for primary schools, 99.

The polytechnic school of Montreal was founded in 1873 for the purpose of training: (1) Civil engineers, capable of conducting, directing, and executing all works of art and of construction upon the surface of the soil; (2) mining engineers, capable of conducting, directing, and executing all works of discovering, extracting, and working ores and minerals, and their transformation into useful metals; (3) mechanical engineers, capable of designing, putting together, and constructing all engines and machines used in manufactures; and (4) industrial engineers, capable of applying the physical and chemical sciences to products and manufactures. The course of study extends over five years and is calculated to meet all the scientific and industrial requirements of the country. The curriculum of the first two years of study is precisely the same for all the pupils, who must have a sufficiently extensive knowledge of mathematics, the natural sciences, and drawing before commencing the special study of any one of the four branches of civil engineering. At the end of the second year the pupil selects the branch which he prefers and studies it in a special manner during the last year at the school. From the opening of the polytechnic school until now 33 pupils have matriculated; of these, 11 left for various reasons before completing their course, 12 are still at school, and 10 obtained the diploma of civil engineer. From the establishment of the school in 1873 to the close of the financial year 1879-'80 the total cost of its maintenance was \$38,565, of which sum the Government contributed \$21,000, pupils' fees amounted to \$1,536, and the balance was paid by the Catholic commissioners of Montreal, which, with the value of grounds, building, and furniture, made a total from the last source of \$36,436.

#### V.—SOUTH AMERICA.

ARGENTINE CONFEDERATION, federal republic: Area, 515,700 square miles; population, 2,400,000. Capital, Buenos Ayres; population, 200,000.

The following account of education is taken from the annual message to congress (received as this report is going through the press) of Julio A. Roca, president and chief executive officer of the republic:

Receiving aid from the government are 1,505 schools, with 112,400 pupils. This does not include normal and model schools and schools annexed to the national colleges.



At the capital there are 170 public and 118 private schools, frequented by 33,190 pupils. The figures are not given for the provinces, but previous reports indicate a large number of schools, although there is a manifest decrease in proportion to the population. A lack of competent professors is reported, and financial embarrassments prevent the establishment of as many educational institutions as are needed. Only 13 normal schools are mentioned, and, although 4 more are to be started, this will not suffice to prepare as many teachers as are required. The attendance at the national colleges in certain provinces is not what it should be, and many students who desire to enter are not sufficiently prepared. For this reason the annexes have been founded in connection with some of the colleges. Much improvement is noticeable as a result of these schools. An educational commission has been working for some time to place primary instruction on a more solid basis. So far this commission has succeeded in arranging for a better administration of the school funds, for an inspection of the schools in the provinces where there have been difficulties between the authorities, for the erection of spacious and hygienically constructed buildings. Other changes for the better are being made in various educational institutions supported by the state: some are to be enlarged; others furnished with new apparatus; normal schools and universities are having large additions made to their various collections; and in some nothing more is required. Satisfactory reports are received as regards the instruction in the universities.

**BRAZIL:** constitutional empire: Area, 3,287,964 square miles; population, 9,443,233. Capital, Rio de Janeiro; population, 274,972.

Public education is divided into three distinct forms or classes: primary, secondary or preparatory, and scientific or superior. According to the constitution, primary instruction is gratuitous and will some time become compulsory. Education is still in a backward state and no statistics can be given, but the following statement indicates a tendency towards progress: Since the termination of the war with Paraguay a general awakening on the part of the state authorities, private institutions, &c., as to the needs of Brazil in respect to education has been perceptible. No effort has been spared within the last few years to develop public instruction and large expenditures have been made towards that end. An examination of the annual budget shows an increase of funds voted from year to year by the government for the purposes of superior instruction throughout the various provinces. Large sums have also been voted for primary and secondary education at Rio de Janeiro. According to the constitution, superior instruction in the provinces and both primary and secondary at the capital depend on the amounts voted by the general government. The various ministers since the war with Paraguay have done much towards modifying the methods of instruction in Rio de Janeiro. Many school-houses have been erected, the latest furnishings and apparatus added; new schools established; collections for object teaching organized; translations into Portuguese made of the best text books used in the schools of France, Germany, and the United States; the position of primary teachers improved, &c. The result is that teachers do better work, the attendance of pupils has been looked after, and the schools generally rank higher. Pupils have also been aided to get school books and the necessary apparatus so as to advance in their studies.

**CHILI,** republic: Area, about 300,000 square miles; population (January 1, 1880), 2,183,434.

Public education in Chili is divided into primary, secondary, and superior. The free public schools in 1880-'81 numbered 638, divided into 114 city schools for boys and 141 for girls, and 101 country schools for boys and 264 for girls; 18 schools were added during the year, making the total as above. The number of children enrolled in the public schools was 24,961 boys and 23,833 girls—total, 48,794; average attendance, 34,089. To this must be added the private and society schools, numbering 405, with 15,106 scholars: 9,218 boys and 5,883 girls. The total number of public and private schools

was therefore 1,043. There are 4 normal schools to supply teachers for these schools. In 1881 congress appropriated \$1,119,620 for school purposes. The higher and intermediate or secondary schools are free and have their own buildings, apparatus, &c. The principal one, founded at Santiago in 1813, is called the National Institute. In the provinces these schools take the name of liceos or high schools. The university preparatory course in the National Institute in 1880 had 843 students, distributed as follows: Physical sciences and mathematics, 34; medicine, 263; law, 389; pharmacy, 86; drawing, painting, and sculpture, 71. The 17 high schools in the provinces had 2,176 students, and there were 918 enrolled in the intermediate course at the institute, making a total of 3,937 of this class of students.

The university at Santiago has 5 faculties (law, medicine and surgery, engineering and architecture, theology, and philology). The number of students at the university in 1880 was 724. The high schools give instruction in Latin, French, English, general history, and history of Chili and America, philosophy, literature and history of literature, physical geography, physics and chemistry, mathematics, drawing, natural history, and book-keeping. In the schools in the mining districts the application of physics and chemistry to mining and metallurgy is taught, and in commercial centres suitable instruction is given to prepare students for active life. There are also an agricultural school, a technical school, and a school of fine arts.

In Santiago is the national library, with more than 60,000 volumes. The university, institute, and many private schools as well as the provincial schools have excellent libraries also. In Santiago and Valparaiso there are museums of natural history, and in Serena and Copiapo, museums of mineralogy.

UNITED STATES OF COLOMBIA, federal republic: Area, 504,773 English square miles; population (in 1870), 2,951,323.

This confederation of nine states has its primary, secondary, and superior instruction under the direction of a secretary of state, who is a part of the federal ministry. Each state has also a director of public instruction, as an officer of the ministry, and each director has at his orders as many superintendents as there are departments in each state. Each department is divided into districts, in each of which the educational affairs come under charge of a school commission composed of 3 members named by the superintendent. This commission watches over the school attendance, which is obligatory for all children between 8 and 14 years of age, attends to the establishment of new schools in rural districts, oversees the monthly examinations for promotion, and presents the requisite reports to the superintendent. This system of public instruction was established in 1870. Normal schools were founded throughout the confederation, and the schools generally were arranged as lay institutions. A revolt on the part of those desiring religious instruction in the schools, in 1876, was soon quelled, and the lay schools are continued. The course of studies in the primary grades comprises reading, writing, arithmetic, national and universal geography, history, agriculture, botany, zoölogy, French, English, German, Spanish, and military exercises. The primary schools number 1,500; pupils, 75,000. Numerous private schools are also reported, Bogota alone, with a population of 100,000, having 22. The National University, the military school, and schools of architecture, painting, and music are at Bogota; the school of mines is at Antioquia; the naval school, at Carthagena.

#### VI.—AUSTRALASIA.

SOUTH AUSTRALIA, British colony: Area, 903,425 square miles; population, 279,865. Capital, Adelaide. Minister controlling education, J. Langdon Parsons.

The following information is derived from the annual report for 1881 :

*School attendance.*—Average monthly enrolment in public and provisional schools, 27,961; average attendance, 20,653. Average monthly attendance of scholars holding

free certificates, 2,220. Number of teachers at the close of the year, 786; percentages of pupils passed at inspector's examination: public schools, 69.87; provisional schools, 61.77; infant departments, 84.40. Average duration of schools, public, 225.5 days; provisional, 224.1 days.

The number of night schools open during the year was 73 for an average of 69 nights each; average monthly attendance, 1,360; amount of fees received from scholars, 590*l.* 12*s.*; bonus paid by department, 722*l.* 15*s.* 3*d.* The advanced school for girls had an attendance of 98 during the last quarter of the year, being an increase of 21 over the number for 1880.

The report of the training college shows that 41 pupils were admitted in January, of whom 36, viz, 23 men and 13 women, completed the course. At the certificate examination, held in December, all the students, except one who was ill, were presented and were successful.

*Cost of education.*—The average cost for each child instructed during the year was 1*l.* 14*s.* 0 $\frac{3}{4}$ *d.*, and for each child in average attendance, 3*l.* 0*s.* 10 $\frac{1}{4}$ *d.* If the expenses of management and inspection be added, these rates will be 1*l.* 18*s.* 0 $\frac{3}{4}$ *d.* and 3*l.* 7*s.* 11 $\frac{3}{4}$ *d.*, respectively. The amount of school fees paid by the parents was 19,736*l.* 13*s.* 6*d.*, of which sum 13,119*l.* 14*s.* 11*d.* were retained by the teachers of public and provisional schools. The same teachers received from the department 1,319*l.* 13*s.* 4*d.* on account of scholars whose fees are paid by the state.

The total amount expended in school buildings was 31,487*l.* 8*s.* 8*d.* The total cost of public instruction during the year 1881, exclusive of the expenditure on school buildings, was 91,410*l.* 17*s.* 1*d.*; the revenue in aid of the foregoing expenditure, derived from the rents of dedicated lands and other sources, was 19,550*l.* 16*s.* 5*d.*, showing the net cost to the state to be 71,860*l.* 0*s.* 8*d.* The total area of lands dedicated for educational purposes amounted on the 15th of December to 241,538 $\frac{1}{2}$  acres.

*Compulsion.*—Under the operation of the compulsory act the percentage of children absent without a satisfactory reason shows a steady decline.

NEW SOUTH WALES, British colony: Area, 323,437 square miles; population, 751,463. Capital, Sydney; population, 220,427.

My report for 1880 gives particulars of the public instruction act which went into operation May 1, 1880, together with a somewhat detailed account of the progress of the system for that year. No later report has been received from the colony.

*Sydney University.*—New South Wales was the first colony in Australasia to found a university. It was incorporated by act of Parliament in 1851 and is constituted on the model of the British universities. It is supported by the state, and up to the present time has cost in buildings and endowments over 200,000*l.* The object of its founders was to offer the highest forms of culture to all, "without any distinction whatsoever." The university receives an assured government endowment of 5,000*l.* a year, and each of the colleges 500*l.* for salary of a principal. About 50,000*l.* have been bestowed upon the university by wealthy colonists for scholarships and prizes, and recently 180,000*l.* were bequeathed to it by the late Mr. J. H. Challis. By a royal charter graduates are entitled "to the same rank, title, and precedence as graduates of universities within the United Kingdom."

Large grants have been given to supplement private subscriptions for the affiliated colleges within the university, of which there are now three: the Anglican College of St. Paul, Roman Catholic College of St. John, and the Presbyterian College of St. Andrew. There are several other colleges erected and maintained at great expense by the Church of England, the Roman Catholic Church, and other denominations.

The secondary educational institutions include several of high character, among which are the Technical or Workingmen's College and the Sydney Grammar School.



## CCLXXVI REPORT OF THE COMMISSIONER OF EDUCATION.'

QUEENSLAND, British colony: Area, 668,224 square miles; population, 213,525. Capital, Brisbane; population, 31,108. Secretary for public instruction, A. Archer.

From the report of the secretary it appears that in 1881 there were 341 schools in operation, with 364 classified teachers and a large number of assistants and pupil teachers. The annual enrolment in the schools was 40,309; the average daily attendance, 21,752; the gross expenditure on primary education was 110,231*l.* 3*s.* 8*d.* The department has charge of six institutions for the rearing of neglected children, and during the year maintained 21 children at the New South Wales Institution for the Deaf, Dumb, and Blind.

TASMANIA, British colony: Area, 26,215 square miles; population, 115,705. Capital, Hobart Town. Chairman of the board of education, Henry Butler.

During the year 1881 there were 175 schools in operation; total enrolment, 13,644; average monthly enrolment, 9,258; average daily attendance, 6,701; total expenditure in aid of public schools, 18,191*l.* 7*s.* 7*d.*

### RECOMMENDATIONS.

I have had the honor in previous reports to recommend that provision be made, by resolution of Congress, for the publication of 15,000 copies of this annual report. The correspondence of the Office has so increased that this number should now be made 20,000 copies, and whatever Congress may deem best to distribute under the personal direction of members should be in addition to this number.

The organization of the educational museum which I have had the honor to recommend, now fairly commenced, should have sufficient appropriation to enable it, by exchange and otherwise, to supply similar collections in the offices of the several State superintendents and the leading cities when desired. There can be no question of the effective aid these collections would render to the progress of education. Through this Office the best illustrations of improved appliances could be collected and distributed to all parts of the country.

The reports of efforts to educate the youth of 30,000 Alaskans continually disclose the embarrassments arising from all absence of local administration of law. It is said the parents are disposed to have their children taught and the pupils learn readily, but it is clear there can be no satisfactory success, that the entire youth cannot be reached, until some form of law is provided for the organization of society. The pledges of the past and the honor of the nation would seem to permit no delay. Some inexpensive form of organization can be devised, and an appropriation of \$50,000, it is believed, would give the work of education an excellent start, and is earnestly recommended.

The remaining recommendations I have the honor most earnestly to renew:

(1) I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President, the compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

(2) In view of the large number of children growing up in ignorance on account of the impoverished condition of portions of the country, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands be set aside as a special fund, the interest of said fund to be divided annually pro rata among the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure, and supervision as Congress in its wisdom may deem fit and proper.

The returns of the last census emphasize the importance of this recommendation. The per cent. of illiteracy of persons 10 years of age and upward has decreased from 20.05 in



1870 to 17 in 1880, but the number of illiterates over 10 years of age has increased from 5,658,144 to 6,239,958 in the same period.

(3) I recommend the enactment of a law requiring that all facts in regard to national aid to education and all facts in regard to education in the Territories and the District of Columbia necessary for the information of Congress be presented through this Office.

(4) I recommend an increase of the permanent force of the Office. The experience of the Office indicates clearly that the collection of educational information and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

## CONCLUSION.

I take pleasure in acknowledging my indebtedness to the faithful laborers in the Office and to all others elsewhere who have contributed to the success of its work.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,  
*Commissioner.*

Hon. SAMUEL J. KIRKWOOD,  
*Secretary of the Interior.*



---

ABSTRACTS  
OF THE  
OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES,  
TERRITORIES, AND CITIES,  
WITH  
ADDITIONAL INFORMATION FROM VARIOUS SOURCES.

---





## PREFATORY NOTE.

The following abstracts of education in the States and Territories are derived from a great variety of sources. First among these come reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, acting school visitors, and principals of State institutions. From these is derived nearly all the information given respecting elementary and special instruction, city school systems, and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, and scientific and professional schools, dependence is placed on the annual catalogues of these institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance, official authority only is relied upon for statements distinctly and definitely made, the printed catalogues and reports being chiefly used for this purpose, though sometimes an item of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

### GENERAL PLAN OF THE ABSTRACTS.

1. STATISTICAL SUMMARY.....(a) School population and attendance.  
(b) School districts and schools.  
(c) Teachers and teachers' pay.  
(d) Income and expenditure.
2. STATE SCHOOL SYSTEM.....(a) Officers.  
(b) Other features of the system.  
(c) General condition, marking specially anything new and noteworthy.
3. CITY SCHOOL SYSTEMS.....(a) Officers.  
(b) Statistics.  
(c) Other particulars.
4. TRAINING OF TEACHERS.....(a) Normal schools and normal departments.  
(b) Teachers' institutes.  
(c) Educational journals.
5. SECONDARY INSTRUCTION.....(a) Public high schools.  
(b) Other secondary schools.
6. SUPERIOR INSTRUCTION.....(a) Colleges for men or for both sexes.  
(b) Colleges and high grade schools for women.
7. SCIENTIFIC AND PROFESSIONAL INSTRUCTION.....(a) Training in scientific schools and agricultural colleges.  
(b) Training in theology.  
(c) Training in law.  
(d) Training in medicine, dentistry, and pharmacy.
8. SPECIAL INSTRUCTION.....(a) Deaf, dumb, blind, &c.  
(b) Industrial and reformatory training.  
(c) Instruction in oratory, music, art, &c.
9. EDUCATIONAL CONVENTIONS.....(a) Meetings of State associations.  
(b) Special meetings of teachers, school principals, and superintendents.
10. NOTEWORTHY BENEFACTIONS.
11. OBITUARY RECORD.....(a) Brief memorials of teachers, superintendents, and other promoters of education who have died during the year.
12. CHIEF STATE SCHOOL OFFICER.....(a) State superintendent.

The statistics furnished the Bureau in answer to its circulars of inquiry, for convenience of reference and comparison, are given in tables following these abstracts, while summaries of these statistics may be found under their appropriate heads in the report of the Commissioner preceding.

For the general courtesy with which his circulars have been answered, alike by State and city officials, by college presidents and heads of schools, as well as for documents additional to these replies, the Commissioner of Education here tenders his cordial thanks to all concerned.

## ALABAMA.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age.....	217, 590	217, 590	-----	-----
Colored youth of school age.....	170, 413	170, 413	-----	-----
Whole number of school age.....	388, 003	388, 003	-----	-----
Whites enrolled in public schools..	107, 483	107, 338	-----	145
Colored enrolled in public schools..	72, 007	68, 951	-----	3, 056
Whole enrolment.....	179, 490	176, 289	-----	3, 201
Average attendance of whites.....	67, 794	66, 840	-----	954
Average attendance of colored.....	50, 184	48, 476	-----	1, 708
Whole average attendance.....	117, 978	115, 316	-----	2, 662
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
Number of school districts.....	1, 741	1, 776	35	-----
Public schools for whites.....	3, 085	2, 981	-----	104
Public schools for colored.....	1, 512	1, 591	79	-----
Number of public schools reported..	4, 597	4, 572	-----	25
Pupils in spelling.....	168, 295	165, 157	-----	3, 138
Pupils in reading.....	128, 020	114, 544	-----	13, 476
Pupils in writing.....	80, 167	78, 385	-----	1, 782
Pupils in arithmetic.....	65, 016	74, 669	9, 653	-----
Pupils in geography.....	32, 974	33, 016	42	-----
Pupils in grammar.....	22, 423	22, 214	-----	209
Average length of schools in days..	80	81. 21	1. 21	-----
Days in schools for whites.....	-----	84	-----	-----
Days in schools for colored.....	-----	76	-----	-----
Valuation of public school property..	-----	\$285, 976	-----	-----
<b>TEACHERS AND THEIR PAY.</b>				
White teachers in public schools....	3, 094	3, 053	-----	41
Colored teachers in public schools..	1, 521	1, 645	124	-----
Whole number of teachers.....	4, 615	4, 698	83	-----
White male teachers.....	1, 864	1, 873	9	-----
White female teachers.....	1, 230	1, 180	-----	50
Colored male teachers.....	1, 080	1, 169	89	-----
Colored female teachers.....	441	476	35	-----
Average monthly pay of teachers....	\$21 08	-----	-----	-----
In white schools.....	-----	\$22 98	-----	-----
In colored schools.....	-----	23 15	-----	-----
<b>INCOME AND EXPENDITURE.</b>				
Total receipts for school purposes..	\$388, 013	\$397, 479	\$9, 466	-----
Total expenditure for school purposes.	375, 465	410, 690	35, 225	-----

(From reports of Hon. H. Clay Armstrong, State superintendent of education, for the years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

There are State and county superintendents of education, township superintendents of public schools, and county boards of education. These last are composed of the county superintendent and two teachers associated with him for the purpose of examining teachers and conducting teachers' institutes.—(Constitution and laws.)

## OTHER FEATURES OF THE SYSTEM.

To sustain the schools there are the funds supplied from the State treasury, from optional local taxes in each county (except Mobile) of not over 10 cents on the \$100, and from a poll tax of \$1.50 on each male 21 to 45 years of age. Half the proceeds of the county tax must be used for the pay of teachers. School moneys are distributed according to the enumeration of children between 7 and 21 years in each county, but no denominational schools are to receive any. Separate schools for each race are to be maintained by the school authorities. The scholastic month is 20 days of 6 hours each. To receive their pay, teachers are required to be duly licensed, to be members of the county institute for their race (which they must attend once annually), and to furnish quarterly reports to the county superintendent of education.—(Constitution and laws of 1879.)

## GENERAL CONDITION.

The State superintendent of education reports steady and gratifying progress and improvement in free education within the year, yet the statistics furnished indicate a slight decrease in enrolment and average daily attendance, in the number of schools, and in the pupils in spelling, reading, and writing. There were, however, 35 more school districts reported, 83 more teachers employed, 9,653 more students in arithmetic and 42 more in geography. The average length of schools in days was 81.21, against 80 last year. The average monthly pay of teachers of white schools was reported as lower than that of colored teachers, being \$22.98 in the former case and \$23.15 in the latter. Mr. Armstrong adds that either the salaries of the teachers of white schools in almost every school district in the State were increased or the schools continued a longer term than stated. The number of school-houses in 1881 was said to be 1,297; their value, \$285,976; number of visits by county superintendents to schools, 2,361; number of institutes held, 89. These statistics are very imperfect, as but few of the counties reported. The total receipts for school purposes increased \$9,466, and the expenditures \$35,225. It is thought that the receipts of the sixteenth section capital fund will be largely increased in 1882, as the legislature passed an act authorizing a compromise and settlement of certain claims, and the results in 1881 promise well for the school fund of the future. An act of the legislature providing for graded certificates of license for teachers, and requiring rigid written examinations to procure them, will, it is said, reduce the number of schools temporarily as well as exclude from the schools worthless and inefficient teachers.—(State report.)

## KINDERGÄRTEN.

For any schools of this class reporting for 1881, reference is made to Table V of the appendix.

## AID FROM THE PEABODY FUND.

The amount received from this source for the year ending September 30, 1881, was \$1,800. It paid for nine scholarships in the Nashville (Tenn.) Normal College. Promise was made of \$5,000 for the following year.—(State report.)

## CITY SCHOOL SYSTEMS.

## OFFICERS.

City superintendents are reported for Birmingham, Eufaula, Huntsville, Mobile, Montgomery, Opelika, and Selma; city boards of education for Eufaula and Montgomery; a combined city and county board of school commissioners for Mobile; and a board of trustees for Opelika.

## STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Number of schools taught.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Mobile (county)	48,653	23,865	96	5,180	4,684	126	.....
Montgomery ...	16,713	3,793	12	995	488	12	.....
Selma .....	7,529	1,757	14	887	636	14	.....

## ADDITIONAL PARTICULARS.

*Mobile* (including both city and county schools) reports 41 school districts; 60 schools for whites and 36 for colored; general average length of white and colored schools, 166 days; the schools visited 300 times by the county superintendent; 73 school-houses, valued, with school furniture, apparatus, &c., at \$108,700; the average monthly pay of teachers for the white schools, \$41.25; for the colored schools, \$40.90; average cost of pupil a month, 84 cents. The total school population was 23,865, that for the city alone not being given. The number of pupils studying orthography was 5,040; reading and writing, 5,050 each; arithmetic, 4,985; geography, 3,679; grammar, 2,384, all but 86 white; history, 2,055, all white.—(State report.)

*Montgomery* reports 1 school district, in which 7 white and 5 colored schools were taught an average of 160 days. The enrolment was divided into 351 white and 644 colored pupils; the attendance, into 160 white and 328 colored.—(State report.)

*Selma* received a total of \$1,612 to maintain the 8 white and 6 colored schools taught in 1881 in the school district. The average length of school in days was 195; daily attendance, whites 428, colored 258. One school building, valued, with furniture, apparatus, &c., at \$5,500, is reported. The county superintendent of schools made 4 visits during the year.—(State report.)

## TRAINING OF TEACHERS.

## STATE NORMAL SCHOOLS.

The *State Normal School*, Florence, reported 8 resident instructors, 68 normal and 111 other students present in 1880-'81. The State appropriation for the year was \$7,500; graduates, 4; of these 3 are engaged in teaching. The full course occupies 3 years. A model school is connected with the institution, and a chemical laboratory is mentioned. The Peabody fund trustees aid this school to the amount of \$2,000 a year, which is equivalent to 16 scholarships.—(Return and catalogue.)

The *State Normal School for the Education of Colored Teachers*, Huntsville, had an enrolment of 133 pupils and an average attendance of 94 during 1880-'81. Four graduates are already occupying teachers' positions. The 4 years' course includes the ordinary branches, book-keeping, and vocal and instrumental music. Four educational journals and magazines are taken.—(Return, State report.)

The *Lincoln Normal University*, Marion, also has a 4 years' course, the completion of which entitles the graduate to teach in the common schools of the State or city without further examination. There were 222 students in 1880-'81, an increase of 25 per cent. over the preceding year. The standard for graduation has been raised from 80 to 85; pupils have been more regular in attendance and have remained longer in school than formerly. A library was commenced by the students during the year, and 100 or more books were purchased. Eight graduates have become teachers. The aim of the school, to prepare intelligent, upright, and moral teachers of the colored race, is being attained.—(Return, State report.)

The *Tuskegee Normal School*, for colored students, reports 112 students engaged in normal studies in a 4 years' course, under 4 non-resident instructors. Tuition is free. The institution was granted an appropriation of \$2,000 by the State and received \$5,000 from private sources. Drawing and vocal music are taught, and there is a library of 500 volumes. The school was organized in 1881.

## OTHER NORMAL SCHOOLS AND DEPARTMENTS.

These were the *Rust Normal Institute*, Huntsville, which reported 2 teachers and 111 pupils in 1881, and a steady growth in popularity; the *Emerson Institute*, Mobile, reporting 36 students in the 4 years' normal course, vocal and instrumental music taught; the *Alabama Baptist Normal and Theological School*, Selma, 63 normal pupils, a 3 years' course of study, vocal and instrumental music included in the course; and the *normal department of Talladega College*, which had 48 normal pupils in the 4 years' course, one of the 2 graduates having already become a teacher.—(Catalogues and returns, report of Freedmen's Aid Society, Methodist Advocate.)

## TEACHERS' INSTITUTES.

By laws of 1879 boards of education were required to organize and maintain teachers' institutes in their respective counties. Separate institutes for white and colored persons are to be held, provided not less than ten licensed teachers of the race are found in the county. Every licensed teacher must be a member of such institute and must attend at least one of the annual meetings. There were 89 institutes reported in the various counties during 1881. The attendance is not mentioned.—(Laws and State report.)



## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

The latest laws make no provision for schools of this grade and no mention is made in the State report of 1881 of any schools or studies above the grammar grade.

## OTHER SECONDARY SCHOOLS.

For information concerning business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, IX, and X of the appendix, and the summaries thereof in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Alabama*, Tuscaloosa, has within the last two years revised and extended its curriculum and elevated the standard of graduation. In the academic department there are three courses of instruction: scientific, classical, and eclectic. Candidates for degrees must take either the full scientific or the classical course, each of which requires 4 years' study, but students are received in any of the nine schools and are entitled to diplomas on graduating from any school they may enter. There were 143 students reported in 1881, outside of those in professional schools. The degrees in course conferred were M. A., 16, and B. A., 10.—(State report, catalogue, and return.)

The *Southern University*, Greensboro', and *Howard College*, Marion, are also arranged in schools, the former having 7, the latter, 11. The first mentioned gives preparatory instruction prior to the four years' classical and three years' scientific school. There is also a master's course of one year. The legal and medical departments were not in operation during the year. Howard College has a regular classical course, gives the degree of B. S., teaches book-keeping, and reports schools of engineering and of military art and science. *Spring Hill College*, Mobile, last heard from in 1878-'79, commenced with the grammar grade and advanced through the classics. A new college, the *William and Emma Austin College*, Stevenson, is arranged for the education of both sexes. The studies begin with the primary grades, and Kindergarten training is also mentioned. The five schools for the college proper include English history, natural sciences, mathematics, ancient languages, and philosophy. Whether the collegiate department is yet in operation is not known.—(Catalogues and returns.)

For full statistics of colleges reporting, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For information regarding the colleges for this sex alone, reference is made to Table VIII of the appendix. A summary of this table will also be found in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The Alabama Agricultural and Mechanical College, Auburn, has 5 regular degree courses, viz: scientific agriculture, leading to B. S. A.; civil engineering, B. C. E.; mining engineering, B. M. E.; literature, A. B.; science, B. S. Each of these courses occupies 4 years, but for the first two years the studies are identical. More than 1,000 young men have already been instructed here. Eleven instructors were reported in 1881 and 136 students. In the preparatory department 47 students, under the charge of 1 teacher, were reported.—(State report, catalogue, and return.)

## PROFESSIONAL.

*Theological* instruction is furnished by the Alabama Baptist Normal and Theological Institute, Selma, which has a 3 years' course and reported 30 students in 1881; by the Talladega Theological Seminary, Congregational, reporting 11 students in the 3 years' course; and by the Institute for Training Colored Ministers, a Presbyterian school at Tuscaloosa, which reported 17 students in 1881 in a 5 years' course and 3 graduates. All these schools require an examination for admission.—(Returns.)

*Legal* training is given in the law department of the University of Alabama, at Tuscaloosa. The course may be completed in nine months. The instruction takes in international and constitutional law, common and statute law, and equity jurisprudence. There were 20 students reported in 1881 and 13 graduates.—(Catalogue and returns.)

The law department of the Southern University was suspended in 1881.

The *Medical College of Alabama*, Mobile, requires an examination for admission, while for graduation the students must have attended 2 courses of lectures of 20 weeks each and have pursued the usual 3 years' course of study. Chemical laboratory work is not obligatory, but a knowledge of medical botany is essential to a diploma. There were 60 students in 1881.—(Catalogue and return.)

The medical department of Southern University was suspended in 1881.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Alabama Institution for the Deaf and Dumb and the Blind, Talladega, has a complete corps of instructors in both departments and offers accommodations for one hundred persons, although only 50 pupils were in attendance during the year 1881. The ordinary branches of a practical English education are taught here, also shoemaking, cane seating, mattress making, printing, plumbing, and gas fitting. Articulation does not enter into the course. Agriculture is one of the pursuits in which training is given. (State report, and return.)

### EDUCATIONAL CONVENTION.

#### ALABAMA STATE TEACHERS' ASSOCIATION.

No mention is made of any meeting in 1881, but there is a prospect of the calling together of teachers in such a body in 1882. The result of these efforts will be reported in the Report of the Commissioner of Education for that year.

### CHIEF STATE SCHOOL OFFICER.

Hon. H. CLAY ARMSTRONG, *State superintendent of education, Montgomery.*

[Term, November 28, 1880, to November 28, 1882.]

**ARKANSAS.**  
STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21) -----	247, 547	272, 841	25, 294	-----
Enrolled in public schools-----	70, 972	98, 744	27, 772	-----
SCHOOLS AND SCHOOL-HOUSES.				
Public schools reported -----	3, 100	-----	-----	-----
School-houses reported-----	785	1, 172	387	-----
Valuation of school property reported.	\$198, 608	\$283, 125	\$84, 517	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools----	1, 432	1, 688	256	-----
Women teaching in public schools----	395	481	86	-----
Whole number employed-----	1, 827	2, 169	342	-----
Average monthly pay of first grade male teachers.	-----	\$47 42	-----	-----
Average monthly pay of first grade female teachers.	-----	40 90	-----	-----
Average monthly pay of second grade male teachers.	-----	33 58	-----	-----
Average monthly pay of second grade female teachers.	-----	34 76	-----	-----
Average monthly pay of third grade male teachers.	-----	31 64	-----	-----
Average monthly pay of third grade female teachers.	-----	29 15	-----	-----
INCOME AND EXPENDITURE. <sup>a</sup>				
Receipts for public schools -----	\$256, 190	\$710, 462	\$454, 272	-----
Expenditures for public schools-----	238, 056	388, 412	150, 356	-----

<sup>a</sup> Incompletely reported in 1879-'80.

(From report and return of Hon. James L. Denton, State superintendent of public instruction, for 1879-'80, and from special return by the same for 1880-'81.)

**STATE SCHOOL SYSTEM.**

**OFFICERS.**

A State superintendent is elected biennially by the people, and there is a board of commissioners of the common school fund, composed of the governor, secretary of state, and superintendent of schools, the last acting as secretary of the board. Local officers are county examiners, appointed by the county courts, and district directors, elected by the people, the latter for terms of three years, one going out each year.

Public schools are sustained from the income of the State school fund and a per capita tax of \$1 on males over 21, together with such appropriation as the legislature may set apart. The optional district taxes allowed are limited by law to one-half of 1 per cent. on the assessed valuation. The minimum school term is three months; district directors determine how much longer it may be made, and, in case the revenues of a district in any year are not sufficient for a three months' school, voters of the district may determine that no school shall be taught during such year. Public funds are appor-

tioned to districts on the basis of residents 6-21 therein. District directors must make annual report of school statistics to examiners, and the latter to the State superintendent. A failure on the part of directors involves loss to the district of public school money due, and directors are personally liable for such loss. White and colored youth must be taught in separate schools. The use of sectarian books in the public schools is forbidden by law. Provision is made for teachers' institutes, to be held by examiners in each county and by the State superintendent in each judicial district, schools to be closed during the sessions and teachers to attend the institutes, receiving pay as usual. Teachers must also attend the quarterly examinations held by the county examiner and must hold a license from him to teach in order to receive pay from public funds.—(School laws, 1875.)

#### GENERAL CONDITION.

The reports of this State being biennial, very little information has been received in regard to the public schools later than that given by the State report for 1879 and 1880. The above statistical summary, from figures kindly furnished the Office by the State superintendent shows, however, that the very large increase of school youth (25,294) was more than met by a great addition (27,772) to the public school enrolment; that, to provide for this addition, there were 342 more teachers employed and 387 more school-houses used; that the value of school property was thus increased by \$84,517 and the public school expenditures by \$150,356; and that, though the average monthly pay of teachers generally is not given, it was both more liberal than in many former years and was fairly proportioned to the qualifications of the teachers as indicated by the certificates they held.

#### CITY SCHOOL SYSTEM.

##### LITTLE ROCK.

*Officers.*—A board of school directors of 6 members, elected for 3 years, 2 going out each year, and a superintendent appointed by the board.

*Statistics.*—Population of the city, 13,138; white youth of school age, 3,216; colored youth, 2,072; enrolment in public schools, 1,768 white and 870 colored pupils; total enrolment, 2,638, an increase of 135 for the year; average daily attendance, 1,680; per cent. of enrolment on school population, whites 55, colored 42; number of teachers, 34; the schools were taught 173 days; expenditure for public school purposes, \$31,872.

*Additional particulars.*—The superintendent reports satisfactory progress, although the lower grades were too crowded to give the best results; he enlarges on the special importance of improving these, since a majority of pupils do not go beyond the fifth year. The grades are primary, grammar, and high, each covering 4 years, but the superintendent advises that another year be added below the high schools. Of these there are 2, one for each race, that for whites having an average enrolment of 68, with 60 in average attendance; that for colored an average enrolment of 42, with 37 in average attendance.—(City report and return.)

#### TRAINING OF TEACHERS.

##### NORMAL SCHOOLS AND DEPARTMENTS.

A normal department in the Arkansas Industrial University, Fayetteville, offers facilities for the training of white youth, and a branch normal at Pine Bluff the same for colored. In each school there are 237 State scholarships, entitling the holders to free tuition for the entire course of 4 years. The department at Fayetteville had 82 pupils during 1880-'81, and the branch normal at Pine Bluff, 123, who, besides other instruction, were trained in methods of teaching, school organization, grading and government, and duties of teachers under the school law. The branch normal reports very satisfactory progress during the year in all grades, and the attendance better than ever before, making necessary a new building, which was in process of erection.

Normal instruction is also given to colored youth in Southland College and Normal Institute, near Helena, a school under the direction of Friends. It was organized as a normal institute in 1869, and has since sent out as teachers 12 graduates from the collegiate and 4 from the normal department, besides 160 other students. A normal course is reported by Judson University, Judsonia.

##### TEACHERS' INSTITUTES.

In the absence of any State school report for the year no statistics can be given regarding either the county teachers' institutes, required by law to be held in each county by the examiner, or the district institutes, required to be held in each judicial district by the State superintendent. It appears, however, that at least 1 county and 4 district institutes were held during 1881, and others were advertised in the Arkansas Journal. At the district institutes reported, the addresses were generally confined to practical



educational topics, and it is said they did much to inspire and energize teachers, to arouse interest in free schools, and to remove popular prejudice against them.—(Arkansas School Journal.)

#### SCHOOL JOURNAL.

The Arkansas School Journal, a monthly published at Little Rock since November, 1880, gives teachers hearty support and encouragement, as well as educational information, and makes such criticisms on school work as may appear to be called for.

### ♣ SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The number of public high schools cannot be given; only 4 are known to be in operation: 2 at Little Rock, 1 at Bentonville, and 1 in Searcy; and only from the first 2 have reports been received for 1880-'81. Of these the Sherman High School for white pupils had an average of 68 enrolled, and the Union High School for colored an average of 42. The reports from both were satisfactory, as far as particulars were given. In that for colored pupils the attendance was better than for the year before and the discipline was good.

#### OTHER SECONDARY SCHOOLS.

For the names and statistics of business colleges, private academic schools, and preparatory departments of colleges or universities, see Tables IV, VI, and IX of the appendix, and for a summary of their statistics, see corresponding tables in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### UNIVERSITIES AND COLLEGES FOR BOTH SEXES.

The Arkansas Industrial University, Fayetteville, with property valued at about \$300,000 and 441 pupils in all departments, is making substantial progress. A decided advance in the requirements for admission appears from a comparison of the catalogue for 1880 with the preceding one, and that for 1881 shows that the standard of work for graduation has been raised. Further efforts have also been made to bring the institution within the reach of students with small means: 60 free scholarships have been offered to indigent students throughout the State, additional to the 350 beneficiaries and 237 holders of normal scholarships whose appointments are made by county judges, and the old university building has been fitted up as asteward's hall for the purpose of furnishing board at reduced rates. Besides preparatory, musical, and medical departments, there are 9 undergraduate courses, including classical, Latin letters, English letters, modern languages, a normal department, and a general scientific and three technical scientific courses.—(Catalogue, 1880-'81.)

Besides the State University, 3 institutions of collegiate rank in this State have reported for 1880-'81 or for the previous year, viz: Cane Hill College, Boonsboro'; Judson University, Judsonia; and St. John's College, Little Rock. There is no information from Arkansas College, Batesville, later than for 1878. In the 3 colleges reporting, both sexes are admitted on equal terms. All have preparatory and 2 of them even primary departments, and all have the equivalent of classical courses, although in Judson University and St. John's College the curriculum is arranged in independent schools. Two have general scientific courses, 1 adding engineering. Cane Hill College presents a 3 years' collegiate course for such young women as prefer it to the regular one. All offer instruction in music, 1 in art, and 2 in commercial branches.

It is reported that the Methodist Episcopal Church proposes to establish a university at Little Rock, that ground has been purchased for a site on which a building is to be erected during 1882, and that the college of letters and of sciences will be opened in October. The other colleges contemplated are of commerce, law, music, and art, and a normal college.—(Arkansas School Journal.)

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

A course in general sciences exists in the Industrial University, St. John's College, and Judson University. Cane Hill College offers a 3 years' course in civil engineering. The Industrial University has 4 years' courses in civil and mining engineering and in agriculture; the engineering students have a special preliminary training in English, French, German, mathematics, and drawing, extending over 2 preparatory years and the first college year, the scientific work proper beginning with the second collegiate year. Surveyors' and engineers' field instruments of the best construction are furnished for the instruction of students, who are required to use them in actual work. Military drill and tactics form a part of the course for all able-bodied male students of the univer-

sity. Students laboring on the farm are remunerated as far as the finances will permit, from 8 to 10 cents an hour being paid.—(Catalogue, 1880-'81.)

#### PROFESSIONAL.

The only professional school reporting is the medical department of the Arkansas Industrial University, Little Rock. Organized in 1879-'80, it had an attendance of 32 during its second year, and graduated 10. The required course of study is the old one, comprising 3 years under a regular practitioner and including 2 courses of lectures of 5 months each. There is also a voluntary graded course of 3 years.—(University catalogue, 1881-'82.)

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB.

Instruction is given to the deaf at the Arkansas Deaf-Mute Institute, Little Rock, which receives pupils between 9 and 30, giving board and tuition at public expense. Pupils are instructed in the common English branches, also in coopering, shoemaking, out door and house work, and sewing. Articulation and lip reading is used in the instruction of those who have retained some power of speech, but the main reliance is on the sign language. There were 74 students in 1881 under 5 instructors.

##### EDUCATION OF THE BLIND.

The Arkansas School for the Blind, Little Rock, a free school maintained by the State for the education of the blind, is open by law to all of this class of suitable character and capacity between 6 and 26 years of age, but the actual number is limited by lack of funds. Pupils receive not only tuition, but board, washing, medical attention, and the use of books, without charge. All branches of a good English education are taught, also music, calisthenics, and piano tuning, besides such employments as broom and mattress making, upholstery, chair seating, sewing by hand and machine, and fancy work. There were 36 pupils in the school during the year 1880-'81, a slight gain over former years.—(Return, 1880-'81, and printed report, 1880.)

#### EDUCATIONAL CONVENTION.

##### STATE ASSOCIATION.

The State Teachers' Association held its annual meeting at Russellville, July 5-8, 1881. There was a fair attendance, 50 teachers being enrolled as members, besides a large number of citizens of Russellville present. The teachers were generously entertained by the citizens, who also rendered important aid by furnishing excellent music at the evening meetings. The programme was in the main carried out, although several teachers who were on it failed to appear. The annual address of the president, F. W. Hays, was practical in character, and the papers and discussions were in the main interesting and fruitful. During the evening sessions addresses were delivered by prominent educators, including Mr. J. M. Fish, superintendent of the Little Rock schools; Major J. B. Merwin, of the American Journal of Education, St. Louis, Mo.; and the State superintendent, Hon. J. L. Denton, who spoke on public education in Arkansas. Among the resolutions passed was one indorsing the importance and effectiveness of the superintendent's work and pledging him the coöperation of members of the association in his efforts to popularize free education.—(Arkansas School Journal, July, 1881.)

#### CHIEF STATE SCHOOL OFFICER.

Hon. JAMES L. DENTON, *State superintendent of public instruction, Little Rock.*

[Second term, November 2, 1880, to November 2, 1882.]

Information has come that this energetic and active superintendent had died before the expiration of his term.

**CALIFORNIA.**  
STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age.....	215, 978	211, 237	-----	4, 741
Number of these in public schools.....	148, 885	-----	-----	-----
Total public school enrolment.....	158, 765	163, 855	5, 090	-----
Average daily attendance.....	100, 966	105, 541	4, 575	-----
Enrolled in private schools.....	14, 953	-----	-----	-----
Not attending any school.....	52, 140	-----	-----	-----
<b>DISTRICTS AND SCHOOLS.</b>				
Number of school districts.....	2, 063	-----	-----	-----
With good accommodations.....	1, 719	-----	-----	-----
With sufficient grounds.....	1, 900	-----	-----	-----
With well ventilated schools.....	1, 899	-----	-----	-----
With well furnished schools.....	1, 000	-----	-----	-----
Well supplied with apparatus.....	646	-----	-----	-----
Number of first grade schools.....	958	-----	-----	-----
Number of second grade schools.....	1, 241	-----	-----	-----
Number of third grade schools.....	604	-----	-----	-----
Whole number of schools.....	2, 803	-----	-----	-----
New school-houses built.....	73	-----	-----	-----
Average time of schools in days.....	146. 6	115	-----	31. 6
Valuation of school property.....	\$6, 914, 306	\$6, 998, 825	\$84, 519	-----
<b>TEACHERS AND THEIR PAY.</b>				
Male teachers in public schools.....	1, 208	1, 198	-----	10
Female teachers in public schools.....	2, 387	2, 539	152	-----
Whole number of teachers.....	3, 595	3, 737	142	-----
Number holding life diplomas.....	635	-----	-----	-----
Holding educational diplomas.....	446	-----	-----	-----
Number with first grade State certificates.....	622	-----	-----	-----
Number with second grade.....	329	-----	-----	-----
Number with third grade.....	44	-----	-----	-----
Teachers who are graduates of normal schools.....	463	-----	-----	-----
Average monthly pay of men.....	\$80 26	\$79 50	-----	\$0 76
Average monthly pay of women.....	64 73	64 74	\$0 01	-----
<b>INCOME AND EXPENDITURE.</b>				
Whole income for public schools.....	\$3, 573, 108	\$3, 680, 161	\$107, 053	-----
Whole expenditure for them.....	2, 864, 571	3, 047, 605	183, 034	-----
<b>STATE SCHOOL FUND.</b>				
Amount of available fund.....	\$2, 006, 800	\$1, 990, 400	-----	\$16, 400

<sup>a</sup> Under the law of 1880 the public schools are free to youth between 6 and 21, but the basis of apportionment is the number between 5 and 17.

(From the report of Hon. Fred. M. Campbell, State superintendent of public instruction, for the year 1879-'80 and return for 1880-'81.)



## STATE SCHOOL SYSTEM.

## OFFICERS.

These consist of a State superintendent of public instruction; a State board of education, of which the superintendent is secretary, and which acts as a State board of examination; county superintendents of schools, with county boards of education acting as boards of examination; city superintendents; city boards of education and of examination; and school district trustees, 3 for every rural district, serving each for 3 years, with annual change of 1. Up to 1880, State and county boards of examination existed; now the boards of education act as such. Formerly a city was obliged to have a board of examination; now it is optional. Women, by act of March 12, 1874, are eligible to all school offices except those from which they are debarred by the constitution.

## OTHER FEATURES OF THE SYSTEM.

The public schools are to be sustained by a State poll tax of \$2 on each voter, a county tax not to exceed 50 cents on \$100 of taxable property, and a district tax not to exceed 70 cents for building school-houses or 30 cents for other school purposes. The State school funds, except the 10 per cent. reserved for district school libraries, must be applied exclusively to the payment of teachers of the primary and grammar grades, the higher schools allowed by law being sustained by their respective communities, under the direction of the local boards.

To receive its apportionment of the public moneys a district must have maintained a school during the preceding school year for at least 6 months and the teacher must hold a legal certificate of qualification. The schools must be non-sectarian. Text books are chosen by the local boards. Books having been adopted, no change can be made under 4 years, and any city or district using others forfeits 25 per cent. of the State school moneys to which it may be entitled until it complies. The course of instruction includes vocal music, elements of book-keeping, industrial drawing, manners, morals, and physical exercise. Teachers must be duly licensed by the local boards and have attained 18 years of age. The number of children entitled to free instruction is to be determined by an annual census. All between 6 and 21 are admitted to the schools free, while the basis of apportionment is 5 to 17. All having charge of children between 8 and 14 are required to send them to a public school at least two-thirds of the time during which schools are taught. The discrimination against Indians and Chinese as pupils in the public schools formerly made has been dropped in the later editions of the law, though they are still excluded from the benefits of the public funds, except where the Indian children are under the guardianship of white persons. Female teachers in the public schools over 21 years of age holding the same grade certificates and doing like services as men are to receive the same pay. Women over the age of 21 are eligible to educational offices. The public school system includes primary, grammar, high, evening, technical, and normal schools, and teachers' institutes; the State school tax, however, is applied exclusively to the support of primary and grammar grades. The school month is 20 days.

A State university, non-political, non-sectarian, and open for both sexes, completes the system. At least one college of agriculture and mechanic arts is to be sustained by the revenue from the agricultural college grant, in connection with the university.—(School laws, 1881.)

## GENERAL CONDITION.

In the absence of the annual report for 1880-'81 only a meagre comparison with 1879-'80 can be made. The few items at hand indicate general progress. Notwithstanding a falling off of 4,741 in youth of school age, there was a gain of 5,090 in enrolment and of 4,575 in average daily attendance. The average time of school, however, was shortened nearly 32 days. There was a total gain of 142 teachers, 152 more of the teachers being females. The average monthly pay of men, although slightly decreased during the year, remained \$14.76 higher than that of women. The only other items show an increase of \$107,053 in receipts for public schools and of \$183,034 in expenditures, but a falling off of \$16,400 in the available fund.

## KINDERGÄRTEN.

Private information from one in a position to be well informed indicates the existence of at least 15 of these excellent means of primary instruction, one of them at Oakland, most of the others at San Francisco.

## CITY SCHOOL SYSTEMS.

## OFFICERS.

In each city in the State having a board of education there may be a board of examination or the board of education may act as such. In each city of over 30,000 inhabitants the superintendent is allowed a deputy.



## STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Los Angeles .....	11,183	3,617	2,098	1,285	35	\$37,403
Oakland .....	24,555	8,242	7,262	5,238	137	160,454
Sacramento .....	21,420					
San Francisco .....	233,959	55,115	40,187	29,092	719	827,324
San José .....	12,567					
Stockton .....	10,282	2,204	2,136	1,326	34	45,494

a Including some duplicate enrolments.

## ADDITIONAL PARTICULARS.

*Los Angeles* reports school buildings, grounds, apparatus, &c., worth \$64,500. The high school building is a handsome structure; the school has scientific, literary, and classical courses, occupying 4 years each, in which students are prepared to enter the corresponding courses in the State University; it enrolled 100 pupils. There were 6 primary and 3 grammar schools; the two grades had a course of 8 years. The pupils were taught to collect minerals, insects, shells, and other curiosities, and arrange them in little cabinets, thus cultivating their faculty of observation and awakening and sustaining a high degree of enthusiasm. One special teacher in drawing was employed. There are 14 school buildings, valued, with sites, furniture, and apparatus, at \$64,500. In private and parochial schools, there were 518 enrolled; attending no school, 1,001.—(Return and city report.)

*Oakland* had 17 school buildings, containing 127 rooms for study and recitation, with 6,462 sittings; school property was valued at \$364,825. The primary schools were taught in 72 rooms; the grammar and evening, in 47; the high, in 8. Of the 137 teachers, 74 were in the primary department, 49 in the grammar, 9 in the high, 2 in the evening school, and 3 were teachers of music and drawing. The attendance was uniform and reached nearly 96 per cent. of average daily attendance on average belonging. The high school has 3 optional courses of study, the scientific, literary, and classical, each covering 3 years. The school numbered 352 pupils, reached 98.3 per cent. of average daily attendance on average belonging, and graduated 55. Music and drawing were taught in all the grades. The evening school enrolled 154 pupils averaging 18 years of age; all but 9 were workmen in factories. Discipline was improved and truancy much reduced. Schools were taught 205 days. There was an enrolment of 1,000 in private schools.—(Return and city report.)

*San Francisco* reported 70 school buildings, with 634 rooms, of which 361 were used by the primary, 236 by the grammar, and 37 by the high schools. Of the 719 teachers, 372 were in the primary department, 244 in the grammar, 32 in the high school, 4 were special teachers of French, 8 of German, 4 of music, 2 of drawing, 1 of book-keeping, 23 were regular substitutes, and 29 were in the evening schools. In all the schools, 573 pupils studied French and 1,990 German. The 3 evening schools enrolled 3,511, with an average attendance of 880. Substitute teachers were employed for all the grades, including the evening schools. They take charge of classes when teachers are absent, fill vacancies, and instruct new classes until regular teachers are appointed. They are paid according to grade, from \$6 to \$2 a day while in school and \$1.50 when not needed. Four frame buildings were erected during the year. The total valuation of school property was \$3,137,000. The schools were taught 205 days. Private and parochial schools enrolled 5,731.—(Return and city report.)

*Stockton* reports few figures in addition to those given in the table, but it is learned from a return made by the city superintendent that there was no change in the number of school buildings or rooms, that the schools were taught 210 days, that special teachers of music and penmanship were employed at good salaries, and that there was an average of 41 pupils to a teacher.

## TRAINING OF TEACHERS.

## CALIFORNIA STATE NORMAL SCHOOL, SAN JOSÉ.

This school was organized at San Francisco in 1862, but was removed to San José in 1870, where a stately building was completed for it in 1872 and used till 1880, when it was lost by fire. For 1880-'81 it received from the State \$33,300, which was \$77.50 per capita of the number of students for the year. The school employed 16 resident instructors, enrolled 432 normal students (of whom 372 were females), and had 57 other students in preparatory studies, making a total attendance in the year of 489. A class

of 34 received diplomas of graduation, from 95 to 98 per cent. of whom were teaching. Graduates holding diplomas of this school may, with others having State diplomas, receive county certificates without examination, at the discretion of the county boards. The full course covers 3 years, the scholastic year being 40 weeks. The school has a library of 1,450 volumes, 150 of which are pedagogical, a chemical laboratory, apparatus, and a museum of natural history. Vocal music and drawing are taught, and there is a model school.—(Return and school laws.)

In March, 1880, the legislature appropriated \$50,000 for a branch normal school at Los Angeles, of the opening of which no notice was received up to the close of 1881.

#### NORMAL SCHOOL FOR KINDERGARTEN TRAINING.

The California Kindergarten Training School for Normal Instruction, San Francisco, Miss Kate D. Smith Wiggins principal, for 1880-'81 reported 14 female normal students and 4 graduates, all the latter teaching. A tuition fee of \$100 is charged for the course, which occupies 45 weeks. In addition to a model school, instruction was given in vocal music and drawing. Miss Emma Marwedel, at Oakland, the originator of the Kindergarten movement on the Pacific Coast, also trained normal pupils in Kindergarten methods.—(Returns.)

#### OTHER NORMAL TRAINING.

The normal class in connection with the girls' high school in San Francisco enrolled 155 in 1880-'81 and graduated 76. Graduates of this school receive diplomas and certificates valid in the city, which are graded like those of the State Normal School. The Pacific Methodist College, at Santa Rosa, and the Hesperian College, at Woodland, had normal departments of special training for the profession of teaching.—(Catalogues.)

#### TEACHERS' INSTITUTES.

Teachers' institutes seem to have been held in nearly all the counties, but in the absence of official reports no statistics can be given.

At a recent convention of county superintendents at San Francisco the subject of holding teachers' institutes was fully discussed. As generally conducted in the State, it was admitted that they had not been of great service to that large class of teachers they were mainly designed to benefit. There seemed to have been no well defined idea among a large proportion of superintendents and teachers as to the function of the institute in supplying the place of normal schools to such teachers as have not been able to attend them. It was hoped that some change in the law on this point would be made.

#### EDUCATIONAL JOURNAL.

The Pacific School and Home Journal, San Francisco, continued in 1881, as a monthly journal, to give efficient aid to the educational interests of the Pacific Coast, not only by publishing educational intelligence, but also by discussing many questions connected with the improvement of the school systems.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The high school at Los Angeles had 3 optional courses of 4 years each, literary, scientific, and classical, with an attendance of 100. Oakland High School sustained its high rank, and is reported to have matriculated more students into the State University than any other on that coast. It enrolled 352 and graduated 55. The girls' high school in San Francisco had 850 pupils; 602 were examined and 560 promoted. Many of the students of this school prepare for teaching. The boys' school of this grade had a 3 years' course in English and one of 4 years in classical studies. There was an enrolment of 325. Of the 179 examined 170 were promoted.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries thereof in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of California*, Berkeley, crowning the educational system of the State, aims to complete the work begun in the public schools. To establish closer relations with these than formerly existed, it proposed in 1881 to adopt the Michigan plan of admitting graduates of the public high schools without examination, on condition that a

committee of the faculty, invited to visit such high schools, shall approve their courses of instruction. The university (outside of its professional schools) is organized in two departments of science and letters, comprising 8 colleges, with courses leading to degrees, and also certain irregular courses not leading to degrees. The college of letters maintains 2 courses, one classical, leading to the degree of A. B.; another literary, leading to the degree of PH. B.; each requires a full course of 4 years' study. The literary is similar to the classical course, except that modern languages take the place of Greek. In 1881 the requirements for admission to the literary course were extended and further requirements were announced for 1882, 1883, and 1884. An elementary acquaintance with literature, with evidence of intelligent reading and study of good authors, will be accepted as an equivalent for advanced knowledge of technical grammar. In both the scientific and the literary colleges German, French, and Anglo-Saxon enter into the courses of the freshmen and sophomore classes, while in the junior classes they are elective. Provision is also made for the optional study of Spanish, Hebrew, Chaldaic, and Syriac. The university library contained 16,000 volumes in 1881, valuable especially for reference, and was being constantly augmented from the Reese fund of \$50,000. It was soon to be removed to the new Bacon Library and Art Building, which was meant to accommodate 90,000 volumes.

Besides the university there were 12 schools claiming collegiate rank in 1880-'81, of which number 2 were termed universities (somewhat prospectively). Of those termed colleges, 1 Protestant Episcopal, 3 Roman Catholic, 2 Christian, and 1 non-sectarian appear from their own reports to be rather preparatory schools than real colleges. The remaining 5, viz, University of Southern California, Los Angeles; St. Ignatius College, San Francisco; Santa Clara College, Santa Clara; University of the Pacific, at the same place, and Pacific Methodist College, Santa Rosa, all presented collegiate courses of fair standard and of 4 years' duration in their classical departments, with 3 or 4 years in the scientific. All the 12 offered instruction in music, vocal and instrumental, and 5 in drawing, to which 3 added painting. Most had business courses also, and 2—the University of Southern California, Los Angeles, and Washington College, Washington—offered normal training. In all French and German were at least optional studies and in 8 Spanish was such; in the State university and one other college Hebrew and its cognate languages were optional.—(Catalogues and returns.)

For other information, including statistics, see Table IX of the appendix, and a summary of it in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The 6 colleges above referred to as giving instruction to young women as well as to young men are the State University, Berkeley; Pierce Christian College, College City; University of the Pacific, Santa Clara; Pacific Methodist College, Santa Rosa; Washington College, Washington; and Hesperian College, Woodland.

For institutions especially for young women, see Table VIII of the appendix, and a summary of its statistics in the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

Through its colleges of agriculture, mechanics, mining, engineering, and chemistry, the University of California initiates the student in the principles of modern science, giving in the first two years about the same instruction in all and in the third and fourth years special attention to the studies in the college elected by the student. Students in special and partial courses in agriculture and chemistry are received on examination, and may attend such lectures and exercises as belong to their particular studies. In the college of mechanics industrial drawing is taught with special reference to the construction of machinery. All the scientific courses lead to the degree of PH. B. In the college of mining a graduate course of two years leads to the degree of M. E. and a similar course in the college of engineering to a degree of C. E.

Scientific courses were reported in all the colleges of the State and an additional Latin-scientific course of 3 years in the University of the Pacific. There was also an additional philosophical course of 4 years in the University of Southern California. There was reported a school of engineering in San Francisco, but with no details for 1880-'81.—(Catalogues and returns.)

#### PROFESSIONAL.

To give instruction in *theology*, the Pacific Theological Seminary, Oakland (Congregational), has a three years' course and requires a collegiate course, or its equivalent, for admission. Of its 6 students during the year, 2 graduated. From a donation of \$2,000 two scholarships of \$1,000 each were established. San Francisco Theological Semi-



nary (Presbyterian) received in 1880 an endowment fund of \$50,000 from R. L. Stewart, of New York. Pierce Christian College, College City (Christian), gives, in its Bible department, elementary instruction which may aid in preparation for the ministry. In the University of the Pacific, Santa Clara (Methodist Episcopal), in connection with the collegiate course, studies leading to the ministry are pursued. In 1879-'80 steps were reported to have been taken toward the formation of a theological class, but no notice of such action appears in the catalogue of 1881.—(Catalogues and return.)

For further information, see Table XI of the appendix.

*Legal instruction* is given in the Hasting College of Law, connected with the State University, Berkeley. The course requires 3 years. Applicants for admission to the junior class must have sufficient knowledge to enable them to profit by the course of study; and a satisfactory examination in the preceding studies is the condition of entering either of the other classes.—(University register, 1879-'80.)

To provide *medical instruction* the Medical College of the Pacific and the medical department of the University of California, "regular," San Francisco, have had, since 1879, graded courses of 3 years, with lecture terms of 5 months each year. In the former, besides the required 20 weeks of attendance, there are 15 more optional. This school in 1880-'81 graduated 9; the other, 172.—(University Register, 1879-'80, and returns.)

The California Medical College, Oakland (eclectic), organized in 1879, offers a graded course of instruction of 3 terms, and requires a fair English education and attendance on 3 regular lecture courses of 6 months each (or 2 such and one of 13 weeks), with a course of dissection, a thesis, and the passage of a satisfactory examination. Of its 30 students in 1880-'81, 11 graduated. It admits both sexes on equal terms.—(Catalogue and return.)

According to an official circular, the opening exercises of a woman's medical college were held in San Francisco November, 1881, and its first session was to begin November 16 and continue 20 weeks. No other official information respecting it has reached this Bureau.

The *Cogswell Dental College* of the University of California, arranged for in 1879, in San Francisco, is to be opened to both sexes, when in full operation, and is to have 7 professors. The exercises had not begun in 1880-'81.—(University register.)

The *California College of Pharmacy*, San Francisco, although affiliated with the University of California, retains its own organization. It requires the usual 4 years' experience in an apothecary store, attendance on 2 lecture courses of 5 months each, a thesis, and the passage of an examination, written, oral, and practical. The 2 years' graded course projected for 1881 does not appear to have been established up to the summer of that year. The college reported 4 resident professors and lecturers, with 47 students in its last class.—(University register, 1880, and return.)

For statistics of scientific and professional instruction, see Tables X, XI, XII, and XIII of the appendix; for summaries of them, like tables in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

At the California Institution for the Deaf and Dumb and the Blind, Berkeley, instruction is given in the common and high school branches and in gardening and farming. Articulation was taught. Founded in 1860, the institution has received 239 pupils, most of them remaining about 5 years. In 1881 there were 116 deaf and dumb pupils, under 12 instructors.

In the department for the blind there were 30 pupils, who were instructed in vocal and instrumental music, bead and crochet work, as well as the common and high school studies. The whole institution was entirely supported by the State, at a cost of \$40,000.—(State report, 1880, and return for 1881.)

For further information, see Tables XVIII and XIX of the appendix.

### EDUCATION OF THE CHINESE.

The Chinese are taught in evening and Sunday schools, in connection with the Christian missions. The Baptists had an evening school at Oakland; the Methodists, schools at San Francisco, San José, Oakland, and Sacramento; the Congregationalists, at San Francisco, Oakland, Stockton, Petaluma, Santa Barbara, and Marysville; the Reform Church, one at Oakland; the United Presbyterian, at Los Angeles; and the Presbyterian, in San Francisco, San José, and Santa Rosa. As nearly the same elementary instruction is given in the evening and Sunday schools, statistics of both are given: enrolled in evening schools, 2,700; in Sunday schools, 3,300; average attendance at evening schools, 825; at Sunday schools, 1,100.—(Reports, and letter from Sarah B. Cooper April 3, 1881.)



EDUCATION OF ORPHANED AND ABANDONED CHILDREN.

There were 16 of these institutions in 1880 receiving aid from the State, containing 521 orphans, 1,639 half-orphans, and 83 abandoned children, the State having paid during that year \$146,737. Among the duties of the State superintendent, he is required by the school law "to visit the several orphan asylums to which State appropriations are made and examine into the course of instruction therein." He reported that, "so far as it has yet been possible to discharge this duty, the results have been most satisfactory. The course of study has been found to embrace the branches usually taught in public and private schools. To these are added religious instruction and training in other practical directions, as, on the part of girls, in plain and ornamental needlework, &c. In all cases the children have been found to be well housed and fed, and, in short, well cared for, physically, mentally, and morally."—(State report, 1880.)

INDUSTRIAL TRAINING.

The City and County Industrial School of San Francisco, under the care of the city authorities, organized in 1856, admits youth under 18 years of age, who, through neglect, are in danger of becoming criminals, and trains them in the elements of a common school education, in music, and in such industries as shoemaking, tailoring, laundry work, gardening, and farming; the girls are taught various kinds of machine needlework and domestic duties. There were 177 children received during the year ending in June, 1881. The educational department was well organized, and a high standard of scholarship and deportment was maintained. Many former inmates have become good citizens and are getting a living by the trades learned in this school.—(Report.)

TRAINING IN ART.

The San Francisco School of Design was organized in 1873, under the auspices of the San Francisco Art Association. Instruction is given in painting and drawing. No pupils under 14 years of age are admitted; those entering pay tuition fees, and any deficiency is made up by the association. For statistics, see Table XXIII of the appendix.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association held its fifteenth annual meeting at San Francisco December 27, 1881, Ex-Superintendent James Denman presiding. After an address of welcome by J. S. C. Stubbs, president of the board of education of San Francisco, President Denman read an address on "Graded schools and their defects," and Selden Sturgis, of San Francisco, one on "The uses and abuses of the credit system," which led to considerable discussion. Wednesday, Rev. A. L. Cole, D. D., of Dixon, dwelt on the need of religious instruction in the public schools, the discussion of which developed general opposition to his views. State Superintendent F. M. Campbell then addressed the convention on "Education as the true liberty." Jesse Wood, superintendent of Butte County, presented the subject of "County superintendents" and their duties under the new constitution. President W. T. Reed, of the State University, exposed the "Current fallacies in education," one of which was that a pupil shall not follow the language of the text book. Professor White, of the boys' high school, explained the working of the credit system in that institution. He believed in it and had no trouble. The following was unanimously adopted:

"*Resolved*, That this association views with disfavor any attempt to disturb the strict neutrality of the public school system upon questions of religious faith."

On Thursday, Superintendent J. M. Guinn, of Los Angeles, read a paper on "Mechanical pedagogy;" Dr. J. H. Wythe, one on "Symmetrical education;" and President Charles H. Allen, of the State Normal School, San José, one on the "Necessity of trained teachers."

The meeting was one of great interest, there being present 254 teachers, who came from nearly every county in the State.—(Pacific Journal, February, 1882.)

SUPERINTENDENTS' MEETING.

One of the most important features of the meeting of the State Teachers' Association was the convention of the county superintendents. About forty of the fifty-two counties in the State were represented, State Superintendent Campbell presiding. A large amount of work was done. The school law was taken up, article by article, and various amendments were discussed, and committees appointed on each important division. These committees, after much deliberation, reported changes and new sections, which were discussed by the full convention and final action taken.

The action of this body in regard to teachers' institutes is reported under that heading. (Pacific School and Home Journal, January, 1881.)

CHIEF STATE SCHOOL OFFICER.

Hon FRED. M. CAMPBELL, *State superintendent of public instruction, Sacramento.*  
[Term, 1880-1884.]

## COLORADO.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)-----	35,566	40,804	5,238	-----
Enrolled in graded State schools....	10,377	13,198	2,821	-----
Enrolled in ungraded State schools....	11,742	12,802	1,060	-----
Whole number in State schools.....	22,119	26,000	3,881	-----
Average daily attendance.....	12,618	14,649	2,031	-----
Per cent. of enrolment on school population.	62	63	1	-----
Per cent. of average attendance on enrolment.	57	56	-----	1
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported.....	414	454	40	-----
School-houses in these.....	292	314	22	-----
Sittings for pupils.....	13,509	19,486	5,977	-----
Volumes in school libraries.....	3,642	5,037	1,395	-----
Valuation of State school property..	\$682,410	\$977,213	\$294,803	-----
TEACHERS AND THEIR PAY.				
Men teaching in graded schools....	26	32	6	-----
Women teaching in graded schools....	140	184	44	-----
Men teaching in ungraded schools....	221	213	-----	8
Women teaching in the same.....	291	372	81	-----
Whole number employed in the year.	678	801	123	-----
Whole number at one time.....	521	633	112	-----
Average monthly pay of men in graded schools.	\$101 75	\$103 33	\$1 58	-----
Average monthly pay of women in graded schools.	64 39	62 87	-----	\$1 52
Average monthly pay of men in ungraded schools.	42 84	53 68	10 84	-----
Average monthly pay of women in ungraded schools.	40 87	47 43	6 56	-----
General average pay of men a month.	-----	78 50	-----	-----
General average pay of women a month.	-----	55 15	-----	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools..	<i>a</i> \$522,581	<i>b</i> \$708,516	\$185,935	-----
Whole expenditure for them.....	395,527	557,151	161,624	-----

*a* Includes \$37,615 balance from 1878-'79.*b* Includes \$127,034 balance from 1879-'80.

(From report of Hon. Joseph C. Shattuck, State superintendent of public instruction, for 1879-'80 and returns from Hon. Leonidas S. Cornell, Mr. Shattuck's successor, for 1880-'81.)

# STATE SCHOOL SYSTEM.

## OFFICERS.

These are a State board of education for general supervision of the public schools, with a State superintendent of public instruction as president and executive officer, county superintendents of schools, boards of 3 to 6 directors for school districts (to be voted for by women, they being also eligible), and high school committees of 3 members, with the county superintendent as a member and president ex officio, for union high schools, formed by the joint action of contiguous districts. All these except the high school committees are provided for by the constitution as well as by the school law. Other constitutional officers, less directly connected with the system, are a board of 6 regents of the State University and a board of 4 commissioners of public (including school) lands.—(Constitution of 1876 and school laws of 1877 and 1879.)

## OTHER FEATURES OF THE SYSTEM.

The schools of the State are for the free instruction of all youth 6–21 in the districts where they are held. Non-residents and adults may be admitted on-terms prescribed by the school board. They are sustained from the proceeds of a small State school fund and of a county school tax of 2 to 5 mills on \$1, both distributed on the basis of the youth 6–21 in each district. To aid in lengthening the annual term and to improve the buildings and advantages, additional district taxes may be levied. For districts to receive their share of State and county school funds schools must be taught at least 3 school months of 20 days under duly licensed teachers. High schools and school district libraries, to be open to the public, are provided for in districts with more than 350 youth of school age. Sectarian instruction in the State schools, as well as distinction or classification of pupils by race or color, is forbidden. Instruction in them must be in English, though German and Spanish, or either, with gymnastics, may be taught when the parents or guardians of 20 or more pupils demand it or the school board deem it expedient. Other branches of learning are left to their discretion, as are the exercises in the schools, the selection of the text books, and the determination of the character and length of course. Teachers must make the reports as to school term, pupils, &c., required by law before receiving their pay.—(School laws, edition of 1881.)

## GENERAL CONDITION.

No printed report for 1880–'81 having been received, the statistics supplied by the State superintendent form the only guide to the educational condition of the year. These indicate a most encouraging advance, 5,238 more youth of school age, 3,881 more of this age in the State schools, 2,031 more in average attendance daily, and this in 22 more school-houses, with 5,977 more sittings, under 112 more regular teachers. Teachers for the most part received better pay. The advance in receipts for schools reached \$185,935, the expenditures for them being also \$161,624 greater. School property, through the rapidly improving condition of the State and through the better quality of new buildings for the schools, was rated \$294,803 higher.

## KINDERGÄRTEN.

For any of these means of elementary instruction that may report for 1881, see Table V of the appendix.

# CITY SCHOOL SYSTEMS.

## OFFICERS.

A general law gives to school districts with more than 1,000 youth of school age boards of 6 directors, chosen by the people, one-third of the board being liable to change each year. Denver and Leadville have boards in conformity with the provisions of this general law, each board appointing a superintendent of its schools. Golden, under a law for districts of smaller school population, has a board of three members, one liable to change each year.

## STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Denver a.....	35,629	5,700	4,087	2,730	67	\$131,157
Leadville.....	14,820	2,084	1,533	1,039	26	c25,000

a The statistics of Denver, as in previous years, are for school district No. 1, which includes about five-sixths of the entire city.

b Including \$53,982 for buildings and furniture and \$17,116 paid on indebtedness of preceding years.

c Approximately.



## ADDITIONAL PARTICULARS.

In *Denver* the advanced position of former years was maintained and extended. Three new school buildings were completed and occupied, giving, with former ones, 2,460 seats, which, by alternating the lower grades, were made to accommodate the 2,730 pupils in average attendance. Two more buildings which were in progress were expected to be ready for use by Christmas, 1881, bringing the seating capacity up to 3,000. Each pupil in all these buildings was to have 27 square feet of floor space and 460 cubic feet of air space, with ample ventilation. One of the two to be completed in December was intended for the high school and a free public library. In all classes of the public schools beyond the third grade the study of German was permitted, 13 of the regular teachers giving instruction in it, with occasional aid and supervision from a special German teacher. From 260 to 360 pupils were thus instructed in German during the year. In reading English, a book supplementary to the First Reader was used with advantage one day in each week in the first and second grades. As a rule, passage from grade to grade was regulated partly by the record of the average daily scholarship and partly by the results of the semiannual examinations. For the high school, see Secondary Instruction, further on.—(Report and return.)

*Golden* appears to have been still improving its school system, levying for it a tax of 10½ mills, expending on it \$18,657 for the year, and maintaining the grades adopted, with good attendance and good discipline. For the fall term there were 562 pupils enrolled and 410 in average attendance, and for the winter term 541 enrolled and 402 in average attendance, with 83 maintaining during the year a standing of 95 per cent. or more in scholarship and deportment.—(Report.)

*Leadville* in its 5 school buildings (rated at \$113,550, with sites, furniture, and apparatus) had 1,400 sittings for study, fairly accommodating the average enrolment and going beyond the average daily attendance. A special teacher of music was employed. Leadville gave its superintendent \$2,000, its high school principal \$810, its other teachers \$720. (Return.)

## TRAINING OF TEACHERS.

## NORMAL SCHOOLS.

The University of Colorado, at Boulder, and Colorado College, Colorado Springs, both present definite normal courses, the former of 3 years, the latter of 4, each requiring for admission evidence of acquaintance with elementary English studies. The University of Denver also provides training in such studies as may prepare teachers for their work. How far it gives instruction in the science and art of teaching does not appear, though this has from the first been attended to at Colorado College and is promised at the University of Colorado in 1882. The high schools of Denver and Leadville afford the means of special training for school work in those cities.

## TEACHERS' INSTITUTES.

As was stated in the report for 1880, the law providing for the instruction of teachers by means of specially called institutes in each judicial district has thus far proved inoperative from the great extent of territory in each district and the consequent difficulty of assembling at any central point enough teachers to make an institute successful.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

Denver and Leadville both carry their instruction up into fair high school studies, the former having 3 courses, each of 4 years, one chiefly English, another English and Latin, and a third including Greek also, French being optional in the last 2 years of any course. The Denver school closed its sixth year in 1881, having then representatives at West Point, Yale, and Wellesley, the one at West Point said to be leading his class in scholarship.

## OTHER SECONDARY SCHOOLS.

From the reports of institutions to this Bureau and from the year books of different churches and associations, there appear to be in Colorado at least 5 church schools of academic rank: 2 of them, *Jarvis Hall*, for boys, and *Wolfe Hall*, for girls (Protestant Episcopal), both at Denver; 1, *St. Mary's Convent Academy*, for girls (Roman Catholic), also at Denver; and 2, *Leadville Academy* and *Trinidad Academy*, under Congregational influence, and believed to be in each case open to both sexes. Four other schools under Roman Catholic government, all styled academies, existed in 1881 in different parts of the State, the rank of which for that year has not yet been determined. *Golden Academy*, *Golden* (Protestant Episcopal), is not reported for 1881, having probably been merged in *Jarvis Hall*, out of which it originally sprang.



For the statistics of business colleges, private or church academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Colorado*, Boulder, chartered in 1875 and organized for work in 1877, formed in 1879-'80 its first collegiate class of 8, half being young women. The class that followed this consisted of 7 young men and 3 young women, the classes of 1882 and 1883, of 19 and 35, respectively, each including both sexes.<sup>1</sup> Its course, as far as given, appears to be well up with the requirements of the day, covering 3 years of preparatory and 4 of collegiate study, divided into classical and scientific, with special courses of indefinite duration that do not lead to a diploma. A normal course of 2 years is also offered.

*Colorado College*, Colorado Springs (under liberal Congregational influences), and the *University of Denver*<sup>2</sup> (Methodist Episcopal) both present full and good preparatory courses of 4 years, with classical collegiate of the same length; both admit young women to full privileges, and both give normal instruction to such students as desire to teach, the latter adding also training in music and art and offering training especially preparatory to business. For what they offer in practical sciences, see Scientific Instruction, further on.

For statistics of 1880-'81, as far as they may be given, see Table IX of appendix; for a summary of such statistics, a corresponding table in report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As before stated, the *University of Colorado*, *University of Denver*, and *Colorado College* all open their doors to young women as well as to young men; but, as far as can be ascertained, no institution of full collegiate rank especially or exclusively for them had been established in 1881.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *State University*, the two other collegiate institutions previously mentioned, with the *State Agricultural College*,<sup>3</sup> Fort Collins, and the *State School of Mines*,<sup>4</sup> Golden, all afford opportunities for scientific training useful to the agricultural, engineering, and mining industries of the State. In the *State University*, the *State Agricultural College*, and the *University of Denver* the courses cover 4 collegiate years beyond the preparatory; in the *State School of Mines* and the regular scientific course of *Colorado College*, 3 years. This last offers also special courses, of less definite duration, in mining engineering and metallurgy.—(Calendars and circulars.)

For such statistics of scientific classes as these institutions may report, see Tables IX and X of the appendix; for summaries of these statistics, see corresponding tables in the report of the Commissioner preceding.

### PROFESSIONAL.

*Theological* instruction, under Protestant Episcopal influences, was given in 1880-'81 in the *Cathedral Theological School*, Denver, by 4 instructors, to apparently a single student. This school is the successor of *Matthews Hall*, Golden, which, after 6 years' service, was suspended in 1877, and lost its buildings and library by fire April 6, 1878.—(*Protestant Episcopal Almanac*.)

*Medical* instruction, apparently after the "regular" system, was offered in the autumn

<sup>1</sup> A subsequent catalogue shows that the young women, with a single exception, had dropped out of the collegiate classes by the close of 1881.

<sup>2</sup> This university is the outgrowth of a school that was chartered in 1864 as the *Colorado Seminary*, under Methodist Episcopal influences; it continued for some years, but eventually failed from lack of funds. It began its new life as the *Denver University* and *Colorado Seminary* in 1880, but in 1881 dropped the latter part of its title, the seminary having been made a preparatory department of the university.—(Catalogues and return.)

<sup>3</sup> The *State Agricultural College*, receiving 90,000 acres of land as an endowment from the congressional land grant for such colleges, was first chartered in 1877 and organized in 1879, in a new building erected for it in 1878, where, on a farm of 240 acres, it has since been steadily increasing its educational advantages. During the winter of 1879-'80 it held 7 farmers' institutes in different parts of the State.

<sup>4</sup> The *State School of Mines*, chartered in 1872 and organized for work in 1873, was made a *State school* by act of February 9, 1874. Reorganized and reequipped in 1879-'80, it entered a new building, with greatly augmented apparatus for its work, October 13, 1880.

of 1881 by the College of Medicine of the University of Denver, which seems to have been then just organized, with 17 instructors. The requirements for admission are an examination in English composition, writing, grammar, arithmetic, natural philosophy, and the rudiments of Latin and Greek, except for high school graduates or others certified by their instructors in such a school to be proficient in these studies; for graduation, study under a physician for three years, attendance on at least 2 full courses of lectures (which in this school are of 26 weeks), with a thesis and the passage of a satisfactory examination in the 7 principal branches of medical science. The full curriculum embraces 3 consecutive graded courses of lectures; but, while this is earnestly recommended, it was not made obligatory in 1881-'82, nor was any inducement offered to complete it, beyond a reduction of one-half in the fees for the third year.—(Calendar of university.)

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND THE BLIND.

The Colorado Mute and Blind Institute, Colorado Springs, is a State school, begun in 1874, with a course of instruction meant to cover 7 years; it had 40 pupils in 1881, out of 54 entered from the beginning of its work. These, all deaf-mutes (accommodations for the blind not being then complete), were instructed in the ordinary school studies, with drawing, articulation, and lipreading, as also in such industries as printing for the boys, and sewing, dressmaking, household work, care of younger children, &c., for the girls. Provision for the accommodation of the blind appears to have been in progress, and it was hoped that after the opening of the new building other useful employments might be introduced. Instructors in school studies, 3; in household industries, 1.

#### INSTRUCTION IN ART.

The University of Denver presents courses of instruction in music and painting: the former includes vocal and instrumental training that covers 4 years and leads to the degree of MUS. B.; the latter extends through 14 stages, the time required for which and for the degree of bachelor of painting is to depend on the ability and application of the student. Both courses, as detailed, appear to be more thorough and comprehensive than is common in the colleges.—(Catalogue and circular.)

### NOTEWORTHY BENEFACTIONS.

#### GIFTS FOR EDUCATION.

The prospectus of the University of Denver in 1880 stated that, when Colorado Seminary, out of which the university has grown, failed some years ago from want of funds, Ex-Governor Evans, one of the earliest and most earnest friends of the seminary, bought the property, paid the debt, and at the date of the circular proposed to give the ground and buildings to the trustees of the university and to add \$3,000 to purchase apparatus, while another zealous friend, Mr. J. W. Bailey, offered \$10,000 more. No explicit notice of the accomplishment of these benevolent propositions appears in the catalogue or return for 1881; but, as the buildings have evidently come into possession of the trustees improved and much enlarged, it is taken for granted that these gentlemen have carried out their kind intentions.

### EDUCATIONAL CONVENTION.

#### COLORADO STATE TEACHERS' ASSOCIATION.

The meeting of this body for 1881 was appointed for December 28-30, at Colorado Springs, and is said to have had an inspiring programme prepared for it; but no account of its proceedings has been received.

#### CHIEF STATE SCHOOL OFFICER.

Hon. LEONIDAS S. CORNELL, *State superintendent of public instruction, Denver.*

[Term, January 13, 1881, to January 9, 1883.]

# CONNECTICUT.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-16)-----	140,235	143,745	3,510	-----
Number enrolled in public schools--	119,694	119,381	-----	313
Number enrolled over school age --	4,349	3,942	-----	407
Average attendance in winter-----	78,421	76,028	-----	2,393
Average attendance in summer-----	68,672	69,050	378	-----
Percentage of enrolment to enumeration.	85.35	83.05	-----	2.30
Pupils in other than public schools--	13,900	12,500	-----	1,400
Attending schools of all kinds-----	132,343	131,856	-----	487
Children of school age in no school--	13,565	17,545	3,980	-----
Percentage attending all schools-----	94.37	91.73	-----	2.64
SCHOOL DISTRICTS AND SCHOOLS.				
Number of towns-----	167	167	-----	-----
Number of school districts-----	1,473	1,471	-----	2
Number of public schools-----	1,630	1,634	4	-----
Departments in public schools-----	2,594	2,627	33	-----
Schools with two departments-----	130	134	4	-----
Schools with more than two-----	178	180	2	-----
Whole number of graded schools-----	308	314	6	-----
Departments in graded schools-----	1,275	1,314	39	-----
School-houses built during the year--	20	16	-----	4
School-houses in good or fair condition.	1,436	1,446	10	-----
School-houses in poor condition-----	211	208	-----	3
Average time of schools in days-----	179.02	179.98	0.96	-----
TEACHERS AND THEIR PAY.				
Teachers in winter public schools--	2,771	2,800	29	-----
Teachers in summer public schools--	2,746	2,781	35	-----
Teachers continued in the same school.	2,119	2,144	25	-----
Men teaching (estimated)-----	746	680	-----	66
Women teaching (estimated)-----	2,354	2,432	78	-----
Average monthly pay of men-----	\$56 43	\$60 69	\$4 26	-----
Average monthly pay of women-----	35 42	35 37	-----	\$0 05
RECEIPTS AND EXPENDITURES.				
Income for public schools-----	\$1,481,701	\$1,482,025	\$324	-----
Expenditure for public schools-----	1,408,375	1,476,691	68,316	-----
PUBLIC SCHOOL FUND.				
Amount of State school fund-----	\$2,021,346	\$2,021,346	-----	-----

(From reports and returns of Hon. Birdsey G. Northrop, secretary of State board of education, for the two years indicated.)



## STATE SCHOOL SYSTEM.

## OFFICERS.

The general control of educational interests is confided to a State board of education composed of the governor, lieutenant governor, and 4 persons appointed by the general assembly, one from each congressional district, who hold office 4 years, 1 being changed each year. The board appoints a secretary, who is its executive officer and acts as superintendent of schools, and a general agent to supervise the execution of the compulsory school laws. There is also an assistant secretary for office work. Town school officers are boards of visitors of 3, 6, or 9 members, or else school committees of 6, 9, or 12, the latter in towns which have abolished the district system. District officers are school committees of 3 members, except in school districts which succeeded former school societies, where there are, instead, boards of education of 6 or 9 members.

## OTHER FEATURES OF THE SYSTEM.

School funds are derived from local taxation, from the income of a State school fund and town deposit fund, and from a State appropriation of \$1.50 for each child 4-16, which age is the basis of apportionment of public school moneys to towns. No district may receive its share of State school funds unless it has provided school accommodations satisfactory to the town board of visitors, has made through its committee an annual report to the town board, and sustained school at least 30 weeks during the year if there are 24 or more children 4-16 years old in the district, and 24 weeks if the number be less. Towns neglecting to provide for the support of schools forfeit to the State a sum equal to the amount which they were by law required to appropriate. School visitors must report annually to the secretary of the State board and the latter to the general assembly. In order to receive pay from public funds teachers must hold a certificate of qualification from school visitors, keep a register, and report to school visitors. Provision is made for public school libraries, graded and high schools, a normal school, a reform school, and an industrial school for girls. All children 8-14, unless physically or mentally disabled, must attend some school at least 3 months in each year, of which 6 weeks must be consecutive, or else be taught the common school branches at home for an equal length of time; and such children may not be employed in any business unless they have been taught for at least 60 days during the year preceding.

## NEW LEGISLATION.

Among the amendments to school laws passed during the January session, 1881, was one giving the city council of any city power to establish and maintain a public library and reading room and to levy a tax for such purpose not to exceed one mill and a half on the dollar annually.

The same privilege was extended to any town or borough in which, on the petition of 50 legal voters, a majority of the voters should decide in favor of the imposition of a tax within the 3 mill limit for this purpose.—(State report.)

## GENERAL CONDITION.

The statistics show a slight increase during 1880-'81 in the number of public schools taught, in the departments or rooms in them, in the length of school term, and in the number of teachers and their pay. But the number of pupils receiving instruction not only did not keep pace with the increase in school population, but actually fell off by 313 in public schools and 1,400 in private. It is thought that the attendance on private schools was greater than the number given, for, although school visitors are required to report on this point, the law gives them no authority to obtain the necessary information except as it may be given voluntarily. The decrease in public school enrolment, it is said, will not justify the inference that education was considered less important than heretofore; but, on the contrary, it is more clearly seen each year that a State whose prosperity depends so largely as does this on skilled labor cannot afford to allow any portion of its youth to be unschooled. It is explained that during 1880-'81 more children under 5 were excluded from public school than ever before, and that an increased prosperity in business caused the withdrawal of more youth 14-16 for work. It is thought that the number not in any school was almost entirely made up of the latter class and of children under 6 (the enumeration taking in all 4-16), and that almost all the children 8-14 were in school during some portion of the year. The expenditure for public schools increased by \$68,316 and the income by \$324, though the amount raised by local tax and voluntary contributions was \$14,539 less. The compulsory school law had continued to be useful in preventing truancy and absenteeism. The agent of the board visited about 200 schools in 44 towns, causing the prosecution of 6 parents and 1 guardian for neglecting to send their children to school. During the ten years past, 17 parents and guardians have been prosecuted for such neglect. Most of these paid the fine and costs; but in some cases judgment was suspended while the children attended school for at least 3 months, and then the complaints were withdrawn.



## CITY SCHOOL SYSTEMS.

## OFFICERS.

These are boards of school visitors of 6 to 9 members, boards of education of 9 to 12, and city superintendents.

STATISTICS. *a*

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Bridgeport.....	29,148	7,135	5,191	3,540	80	\$88,605
Danbury.....	11,666	2,761	2,263	1,508	43	36,752
Derby.....	11,650	3,104	2,702	1,705	48	31,502
Greenwich.....	7,892	1,918	1,481	793	29	13,688
Hartford.....	42,551	9,590	7,553	4,645	142	165,664
Meriden.....	18,340	4,393	3,024	1,832	48	35,341
Middletown.....	11,732	2,651	2,058	1,162	47	28,826
New Britain.....	13,979	3,352	1,873	1,244	35	22,695
New Haven.....	62,882	14,832	12,282	9,059	237	197,254
New London.....	10,537	2,090	1,891	1,277	41	22,795
Norwalk.....	13,956	3,136	2,375	1,402	42	26,772
Norwich.....	21,143	5,073	4,216	2,792	97	84,817
Stamford.....	11,297	2,574	1,685	1,048	35	21,276
Waterbury.....	20,270	4,577	3,650	2,630	57	59,058
Windham.....	8,264	1,971	1,158	679	28	15,059

*a* The statistics here given, except for population, are from a table in the State report for 1880-'81.

## ADDITIONAL PARTICULARS.

*Bridgeport*, besides 5,191 pupils attending public schools, reports 450 in private schools, making 5,641 under instruction and leaving 1,634 not attending any school. There was an increase of 77 in public school enrolment and a slight decrease in average attendance. Of the 90 teachers, 81 had been continuously employed and 9 were beginners; 87 were women, who received an average monthly pay of \$44.95. The three men were paid \$146.67 each. A new and commodious high school building was erected in a central and otherwise desirable locality of the city. It is of 3 stories, contains 14 study and recitation rooms, also 6 others, including a chemical laboratory and library. All the modern conveniences and improvements have been introduced, the most approved methods of heating, lighting, and ventilation being adopted.

In *Danbury* the public school enrolment and average attendance decreased slightly during 1880-'81. There were 116 pupils attending private schools and 436 not under instruction. Of the 47 teachers all but 4 had been continuously employed; all but 6 were women, who received an average of \$37.74 a month, men being paid \$63.50.

*Derby* reports 36 children in private schools and 387 not under instruction. Of the teachers 6 were men and 42 women; 46 had been continuously employed, the men being paid an average of \$85.42 monthly, the women \$41.06.

*Greenwich* had a lower public school enrolment by 71, with 64 fewer in average attendance, than during 1879-'80; private schools enrolled 145, leaving 339 not attending any school. Of the 29 teachers only 2 were beginners. Men were paid an average of \$48.89 monthly; women, \$32.19. Schools were generally prosperous. Steps were being taken in a portion of the district to secure a much needed addition to the accommodations for pupils.

*Hartford* reports a slight decrease during the year in public school enrolment and average attendance, 1,487 pupils in private schools, and 1,093 children out of school. Of the public school teachers (20 men and 122 women), all had been continuously employed, the men receiving \$195.92 monthly, the women \$60.05. There was a full attendance on evening schools of students 8 to 50 years of age, who earnestly endeavored to improve. The endeavor to keep truancy within bounds was reasonably successful. Twenty truant were committed to reformatory institutions, against 15 the year before. The high school was efficient, as in former years. It has become an educational necessity which the people would not be without for many times its cost. Subsequent information indicates that the beautiful building it occupied has been destroyed by fire.

The *Meriden* public schools during 1880-'81 gained 106 in number of pupils enrolled and lost 4 in average attendance. There were 655 attending private schools and 845 supposed to be in no school. Of the teachers only 2 were beginners in the work; 8 were men and 40 women, the men being paid \$104.38, the women \$44.88 monthly. A central school for the more advanced pupils was established to meet a need which has existed for some time, and which had been partially supplied by teaching some of the higher branches in the graded schools. Drawing, which had been neglected of late, was to receive special attention.

*Middletown* had 17 more pupils enrolled in public schools in 1880-'81 than the year before, but owing to the prevalence of diseases the average attendance was less by 213. There were 494 attending private schools, and 301 were supposed to be without instruction. All the teachers had been continuously employed. Men received an average of \$91.63, women of \$33.85 a month. A great improvement in discipline is reported, and this improvement was ascribed to the fact that corporal punishment had been discouraged and almost abolished. From January to July there were only 16 cases of flogging, against 187 the year before.

In *New Britain* the enrolment and average attendance in public schools were considerably less than the year before; more pupils attended parochial schools, and the public schools suffered also from absences caused by vaccination. The attendance in private and parochial schools was 817, and 720 were reported to be in no school. Of the 35 teachers 2 were men; all had been continuously employed, the men at \$148.95 a month, the women at \$38.63. A class of 6 was graduated from the high school. Botany was added to the course of study there.

*New Haven* had 756 more pupils attending public schools during 1880-'81 than the year before and 706 more in average daily attendance. Private schools enrolled 1,586 children and 1,616 were in no school. Of the teachers in public schools—17 men and 220 women—225 were continuously employed. Men were paid an average for the month of \$179.53; women, \$51.02. Gratifying progress was made in the primary department. The experiment of teaching children to read and write script at the very beginning of their course was successful and had been largely extended. Teachers say that script is learned quite as easily as print and that much time is saved by beginning thus early. The high school course has been upward, with little serious interruption, during a number of years. There were 580 pupils enrolled in the high school, of whom 331 were in average daily attendance. In 1881, for the first time since the graduating class became large, all who desired to teach were admitted to the training school.

*New London* reports a decrease of 176 in public school enrolment and of 56 in average attendance, 40 pupils in private schools, and 242 not in any. The 41 public school teachers—3 men and 38 women—had been continuously employed, men being paid an average of \$186.67 a month and women \$38.95.

*Norwalk* also reports a loss in public school enrolment and average attendance; 465 attended private schools and 330 no school. All the teachers in public schools had been continuously employed, men receiving an average of \$76.75; women, \$43.11.

In *Norwich* public school enrolment decreased by 81 and average attendance by 34; 385 pupils were reported in private schools and 503 in no school. Of 97 public school teachers, 90 had been continuously employed, the average monthly pay of men being \$90.04; of women, \$38.74.

*Stamford* reports a slight increase in public school enrolment and average attendance, 566 pupils in private schools, and 451 in no school. Of 35 public school teachers—7 men and 28 women—32 had been continuously employed, men receiving an average of \$88.57 and women \$41.74.

*Waterbury* enrolled 144 more in public schools and had 183 more in average daily attendance. Of 57 teachers—5 men and 52 women—51 had been continuously employed. The private school attendance of 489 raises the total to 4,139; 520 were reported as not attending any school.

In *Windham* there were 1,158 pupils enrolled in public schools, 679 in average attendance, 481 attending private schools, and 410 in no school. Of the 28 public school teachers, 21 had been continuously employed, men receiving an average of \$69.33 a month; women, \$32.10.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

The State Normal School, New Britain, admits pupils who are at least 16 years old who pass an examination in the common school branches and declare their intention to teach in the public schools, giving free tuition in a 2 years' course and also furnishing text books without charge. There were 150 pupils registered during the year and 115 in average attendance, as large a number as can well be accommodated. Two classes were graduated, one of 20 in January and of 25 in June, nearly all of them engaging in teaching. But the number of students graduated does not represent the entire influence of the institution on the public schools; a considerable number of the normal pupils enter the profession before completing the course, but not without receiving valuable instruction, suggestions, and inspirations, and acquiring more or less familiarity with improved methods. A liberal appropriation was made by the legislative assembly for a suitable normal school building to be erected immediately.

### TRAINING CLASSES AND DEPARTMENTS.

Connected with the public high schools in a number of the more important cities are classes or departments for the preparation of teachers.

## TEACHERS' INSTITUTES.

The institutes of 1880-'81 were largely attended by teachers, school officers, and citizens. A total of 896 attended the 4 institutes held; the sessions of each lasted 3 days, with an average of 224 attending, or 18 more than in any former year. The lecturers employed were practical teachers, who described methods they had themselves tested. Besides the institutes, and in connection with them, educational meetings were held in many of the towns by the secretary of the board, for the purpose of enlisting the interest of teachers and citizens in education. A greater number of these local meetings was held this year than usual; they were cordially welcomed by the people and largely attended.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

In this State all towns are authorized by law, but none are required, to establish and maintain schools of a higher grade than the ordinary public schools. Those in operation comprise town and district high schools, senior departments of graded schools, and endowed academies conducted so as to form a part of the public school system. For this reason, says the State report, it is difficult to decide as to what may properly be called public high schools. A list is given, however, of 51 which have claims to be included, but no statistics are presented.

OTHER SECONDARY SCHOOLS.<sup>1</sup>

For statistics of business colleges, private academies, and preparatory schools reporting, see Tables IV, VI, and VII of the appendix, and summaries of these in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Yale College, New Haven (Congregational), Trinity College, Hartford (Protestant Episcopal), and Wesleyan University, Middletown (Methodist Episcopal), are the institutions for superior instruction in Connecticut. The youngest of these (Wesleyan) has been in existence half a century, Trinity 55 years, and Yale 180 years. The two oldest are exclusively for young men; Wesleyan University has since 1872 admitted women on equal terms.

*Yale College* offers instruction in departments of theology, medicine, law, and philosophy and the arts. The last comprises, besides an undergraduate academical department, courses for graduate instruction, the undergraduate section of the Sheffield Scientific School, and a school of the fine arts. The academical undergraduate course for the first two years is prescribed, while the junior and senior classes are allowed a large number of optionals. This department never knew a more prosperous year than that of 1880-'81. Scholarship was well maintained and the number of students and of instructors was never before so large. It was decided to allow candidates for admission an examination in the more elementary studies a year or more in advance of the final one; also, that an examining committee be sent hereafter to San Francisco, such committees having been hitherto sent only to Chicago and Cincinnati. Bequests were made to the institution during the year by various friends amounting to more than \$350,000. Of this sum \$10,000 were given by Lucius Hotchkiss, of New Haven, to the fund in aid of needy students of the academical department. Dr. Timothy Dwight Porter, who died in December, 1880, left, in addition to former gifts, property worth \$43,000, which, less an annuity of \$5,000, was to be used to increase the teaching force in the academical department. A laboratory for instruction in physics was pledged by two graduates, one of the most opportune gifts, it is said, that could have been made. All the arrangements for sewerage and drainage on the college campus were reconstructed during the year, at considerable expense and under direction of one of the most thorough sanitary engineers of the country, although no complaint had been made of the old plan and the health of students had been exceptionally good. There were 50 students in the school of the fine arts, and 601 undergraduates and 44 graduate students.

*Trinity College* offers the regular classical course, and also special studies, including modern languages and general science, the degrees being A. B. and B. S. Students desiring to study without reference to a degree are admitted to such classes as they are prepared to enter. The college received a gift of \$40,000 during the year from Col. C. H. Northam, of Hartford, for the erection of a building. The college had 101 students under 12 professors in 1881.

<sup>1</sup> The Gunnery, a somewhat celebrated school of this class at Washington, Conn., lost by death in August, 1881, its founder and noted principal, Frederick W. Gunn, a brief account of whose life will be found further on.



*Wesleyan University* provides 3 undergraduate courses of study, classical, Latin-scientific, and scientific; 163 students attended in 1881. In the first two, many studies of the last 3 years are elective, but in the scientific course electives are permitted only in the last 2 years. Opportunities for graduate study in any of the branches taught are offered. Examinations for admission were to be held in 1881 in Philadelphia, Cleveland, Cincinnati, and Chicago.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The Sheffield Scientific School of Yale reports for the year 1880-'81 a decided increase in the number of students. Whether this was due to accidental causes or to the revival of interest in those studies which bear directly upon the progress and prosperity of the country was doubtful. This school was organized in 1847, through the generosity of Mr. Joseph E. Sheffield,<sup>1</sup> and received in 1863 the State's share of the congressional appropriation for the benefit of industrial education. Three undergraduate courses of study are provided, embracing, among other branches, instruction in chemistry, civil and dynamical engineering, and agriculture. There are also a number of graduate courses arranged to suit the wants of college graduates and other persons of liberal education. In 1881 there were 185 students attending the school.

### PROFESSIONAL.

*Theological* instruction is given in the theological department of Yale College (Congregational), in the Berkeley Divinity School, Middletown (Protestant Episcopal), and in the Theological Institute of Connecticut, at Hartford (Congregational). All present courses of study covering 3 years and require an examination for admission which must show a collegiate or equivalent training. Of 38 undergraduate students in the Berkeley Divinity School 36 held degrees in letters or science, and of 29 in the Hartford School 24 held such degrees. Out of 97 theological students in the school at Yale 84 had already taken one or more degrees and the others had attended colleges or seminaries without graduating. Provision is made at Yale and at the Hartford Seminary for graduate study. At Yale 7 of the 97 students in 1880-'81 were in a graduate class. The school at Hartford reports 1 graduate student. A new library building has been erected for the theological library at Yale, at a cost of \$10,000, being a donation from a former benefactor.

*Legal* instruction is given in the law department of Yale College, which offers an undergraduate and a graduate course, each of 2 years. An examination for admission to the undergraduate department is required of all who are not college graduates. The proportion of students who have had a collegiate training has continued to increase in the school, and during 1880-'81 such students comprised two-thirds of the junior class. The graduate course, open to graduates from any law school, has created at Yale a school of political science, in which, among other topics, instruction is given in American and English constitutional history, the formation and regulation of municipal corporations, international law, political economy, parliamentary law, canon law, general and comparative jurisprudence, Roman and French law, sociology, and the conflict of laws. A fund of \$60,000 (subject to a life interest) was bequeathed by Hon. Lafayette S. Foster, who died in September, 1880, to found a professorship of English common law. This is the first legacy ever left to the school, and the chair for which it makes provision is the only one yet endowed.

The *medical* department of Yale College reports more effective work done during 1880-'81 than in the years preceding, the factors in this improvement being an increase in the amount of the instruction given, a further development of the plan of study, and material permanent improvements, such as apparatus, instruments, and laboratory and lecture room conveniences. The work of instruction is represented by 1,389 hours, against 1,274 the year before, including only the hours spent in actual lectures, recitations, and laboratory teaching. During this, the second year of the graded system, the gradation has been much more complete than it was in the first: chemistry and normal histology were assigned to the first year, physiology to the last half of the junior and the first half of the middle year, and certain special courses to the senior year. Examinations are held at the end of each year in the branches studied. The library received, among other donations, a valuable one from the late Prof. David P. Smith, who bequeathed to it his valuable professional library and surgical instruments. He also left to the school a portion of his estate to be applied (at the death of his widow) to the endowment of a chair of the theory and practice of medicine.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *American Asylum for the Education of the Deaf and Dumb*, Hartford, has given instruction to 2,282 deaf and dumb youth of Connecticut and the other New England

<sup>1</sup>Since this was written, Mr. Sheffield has died, leaving a large part of his great wealth to the school.



States since its organization in 1816. During the year 1880-'81 225 pupils were registered, and at date of the report 179 were attending, only 49 of these being from Connecticut; 30 were from Maine, 17 from New Hampshire, 16 from Vermont, 61 from Massachusetts, and 6 from Rhode Island. Besides the common school branches, tailoring, cabinet making, and shoemaking are taught. Of 10 boys who graduated from the first class in June, 1880, 8 secured steady employment at good pay and 2 entered the National Deaf-Mute College at Washington. The plan of instruction pursued here is the combined method, embracing articulation, the sign language, and writing. It is believed that by articulation alone instruction can be conveyed only to the semi-deaf and to exceptionally bright pupils among the congenitally deaf, but that a large proportion of the latter never attain facility in lip reading and can be better taught by other means.

*Whipple Home School*, Mystic River, a private school for deaf-mutes established in 1869, had 11 deaf and dumb under instruction during 1880-'81. The plan followed is that of articulation exclusively. All are taught the common school branches; the boys learn also to work on the farm and the girls to do housework.

#### EDUCATION OF THE BLIND.

Connecticut has no institution for the blind, but provides for their instruction in the schools of other States.

#### EDUCATION OF THE FEEBLE-MINDED.

The Connecticut School for Imbeciles, Lakeville, gives instruction to this class of children in the more elementary common school branches, in Kindergarten work, sewing, fancy work, singing, dancing, and gymnastics, the aim being to extend a healthy training to the physical as well as the mental powers. About 35 per cent. of pupils since the beginning have been improved by the course.

#### REFORMATORY AND INDUSTRIAL TRAINING.

The *Connecticut State Reform School*, Meriden, receives boys committed to it by the courts for crime or truancy, and also others placed here by parents or guardians for reformation. The mild yet firm discipline and parental care given the boys are producing good results, as shown by their improved character and conduct. There have been 3,076 under instruction since the organization of the school in 1854; the number present November, 1880, was 307. The schools are thoroughly classified in 7 grades, and liberally supplied with approved books and other necessities. Besides their literary studies, the boys are taught farming, the cane seating of chairs, and the manufacture of overalls. They are furnished with an abundance of wholesome food, are comfortably and neatly clad, and are lodged in single beds in light, well ventilated rooms. Bathing conveniences are very complete, and untiring attention is given to cleanliness.

The *Connecticut Industrial School for Girls*, Middletown, is not strictly a State institution, though fostered and encouraged by the State, but a private charity in its initiation and management, and designed to save, educate, and prepare for useful life girls that are in danger of falling into vice and crime. To this end it gathers them into homes containing, as a rule, not more than 35 each, with ample facilities for instruction in the elements of learning, in morals, in good domestic habits, and in useful industries, and bestows a like care on them to that which the reform school gives boys, the age for admission being 8 to 15. First opened in 1870 with 24 inmates, it had at the close of 1880 received 430, of whom 408 were dismissed and 138 returned. There were 160 in the school December, 1880, of whom the primary department enrolled 52; the intermediate, 51; the higher, 57. The aim is to give a thorough common school education, together with such industrial training as will prepare for self support. The school is managed on the family plan, and has four houses, for which it is indebted mainly to individual gifts, about half of those enumerated in the report being from benevolent women. A fifth house is about to be added, an appropriation of \$10,000 having been made for the purpose by the general assembly. The general result of the instruction given in the school is said to be that 75 per cent. of the girls are saved.—(Reports, and letter from Rev. Thos. K. Fessenden.)

#### TRAINING FOR NURSES.

The Connecticut Training School for Nurses, organized in 1873 with 4 pupils, reports 17 under training at the New Haven Hospital during 1880-'81, besides 5 who had completed their year of hospital study and service and remained at the school for the five months of outside practice required of all. Eight pupils received diplomas, having completed the entire course of 18 months. Candidates for admission must be 22 to 40 years of age, of good character and sound health, and must sign a written agreement to remain under the direction of the school 18 months. At the end of their hospital course they are allowed a month for rest. During the first 12 months they receive board, lodging, tuition, and \$2 a week; during the last 5, \$14 a month and board. During the year 1880

applications for nurses were made at the hospital, of which only 52 could be granted. A number of applications were also made for nurses to take charge of training schools.— (Eighth annual report of training school.)

## EDUCATIONAL CONVENTIONS.

### CONNECTICUT STATE TEACHERS' ASSOCIATION.

The thirty-fifth annual meeting of the State Teachers' Association, held in Hartford, October 27-29, 1881, was largely attended by teachers and educators from all parts of the State. The first address, by Rev. L. T. Chamberlain, of Norwich, on "Education and schools," is described as one of the soundest ever delivered before the association; it showed the importance of moral, intellectual, and physical training, also touching on the question of sanitation in school building.

On the second day the association met in sections, all three being largely attended. Before the primary section papers were read by Superintendent H. M. Harrington, of Bridgeport, by Miss Hattie Ball, of Middletown, and by Miss E. G. Cilly, of Norwich, on methods of teaching; Professor Sawyer, of New Britain, also spoke briefly on the subject in the discussion that followed. "Language: its rank as a study and some methods of teaching it" was the subject of an essay by Mr. George R. Burton, of New Haven. Miss Fanning, of Norwich, read a paper on the same subject, and it was further discussed by a number of others.

In the grammar school section Miss Ellen J. Whiton, of Waterbury, with the assistance of two pupils from her school, gave an object lesson in United States history by means of an ingenious arrangement of pieces of colored cambric pinned on an outline map of the United States; the pupils also rehearsed a history of the United States flag, unfolding flag after flag used in the revolutionary war before the present one was adopted. Mr. E. L. Mead, of Winsted, spoke on "The school and the community," and Mr. S. T. Dutton, of New Haven, gave his views as to the duty of teachers to pupils. Mr. C. W. Wallcott, of Waterbury, addressed the teachers on "Three systems of musical notation: the staff notation, Galen's figure notation, and tonic sol-fa notation," after which an address on reading in grammar schools, by Prof. B. Huxley, of the Adelphi Academy, Brooklyn, N. Y., closed the programme.

The first address before the high school section was by Mr. J. B. Welch, of Willimantic, on the place of biology in the high school, the speaker including under the term "biology," botany, physiology, the classification of animals, zoölogy, and geology—in short, all manifestations of life. The topic was discussed by Dr. Henry Barnard, Mr. Childs, of the Hartford High School, and others. The section considered the questions "Are the courses of study in the high schools calculated to prepare the youth for a business life?" and "How shall we teach the scholar a correct method of study?" The exercises of the section then closed with a lecture by Prof. Selah Howell, of New York, on "General history as an important element in the school course."

In the afternoon, the sections being united, officers were elected for the ensuing year, and an address was delivered by I. J. Osburn, of the State Normal School at Salem, Mass., on "Methods and results," illustrating with simple apparatus methods of teaching the operation of many of nature's laws. In the evening, a large number of citizens, as well as teachers, being present, an address was delivered by Hon. J. L. M. Curry, LL. D., of Richmond, Va., general agent of the Peabody education fund, on education at the South, in which he presented many interesting facts on that subject and argued that assistance should be given by the National Government. The closing exercises on Saturday included an address from Mr. Mark Pitman, of New Hampshire, on Grube's method of teaching arithmetic, and one by Mr. A. P. Somes, of Danielsonville, on "The proper use of text books."—(Journal of Education, November 3, 1881.)

### CONNECTICUT COUNCIL OF EDUCATION.

This association was organized in 1879 for the purpose of awakening public interest in education, promoting the improvement of teachers, elevating the character of schools and increasing their efficiency, and establishing the profession of teaching on a better basis. Its semiannual sessions for 1881 were held in New Haven May 7 and November 25-26.

At the meeting in November the first business considered was the report of a committee appointed to urge the passage of a bill concerning a State board of examiners for teachers. It was discussed by a number of prominent educators, but no definite conclusion seems to have been reached. The afternoon session was devoted to a discussion of the question "What is education?" The next day the council considered the topic "What is teaching?"—(Journal of Education.)

## OBITUARY RECORD.

FREDERICK W. GUNN.

This well known and able teacher was founder and for nearly a third of a century principal of The Gunnery, a famous school for boys in Washington, Conn., his native place, where he died in August, 1881, after a useful life of more than three score years. Graduating from Yale College in the celebrated class of 1837, Mr. Gunn opened a school in his native town in 1838. But the movement for the abolition of slavery was then violently agitating the community, and Mr. Gunn, an ardent advocate of emancipation, excited such opposition by the advocacy of his principles that he was expelled from the church and driven out of the town. He established a school at Towanda, Pa., but after two years public sentiment at Washington had so changed that he thought it well to return, and in 1850 he founded the school with which for 31 subsequent years his name was identified.

Mr. Gunn's method of training boys was unique. The central object he kept in view was the development of manhood, character, and physique. With these secured he believed that mental growth would follow. There was, therefore, no marking system and no direct incentive to purely intellectual growth, but earnestness was steadily cultivated in everything. Composition, rhetoric, and oratory had especial attention. A knowledge of public events was also made an important feature, Mr. Gunn himself reading the daily paper to the school. The honorable side of a boy's character was assiduously cultivated. A lie was held to be an abomination, and tattling was studiously discouraged. With a keen insight into boy character, each one of several odd and original punishments for offences was levelled at a particular flaw, even the sports of the school being impressed into the prevailing punitive system. The effect of Mr. Gunn's discipline was the creation of a general heartiness and manliness among the boys like that at Rugby under Dr. Arnold's rule.

The funeral of this much loved teacher was singularly touching. His former pupils gathered from far and near, from business, the professions, and college, 60 of them heading the procession.—(Pennsylvania School Journal, November, 1881.)

REV. LEONARD BACON, D. D., LL. D.

Born in Detroit, Mich., February 19, 1802, Dr. Bacon died in New Haven, December 24, 1881. His father, a missionary to the Ojibwa Indians, sent this son, in 1812, to Hartford, Conn., where he was educated by his uncle, Dr. Leonard Bacon. Entering Yale as a sophomore in 1817, he graduated in 1820 in the same class with T. D. Woolsey, who subsequently became president of the college. He afterwards studied at Andover Theological Seminary, and in 1825 became pastor of the Centre Church, New Haven, in which post he always remained, becoming pastor emeritus in September, 1863. He filled the chair of systematic theology at Yale from 1866 to 1871, and contributed largely to the improvement in the quality and fortunes of that school. In 1871 he became lecturer on church history and polity. He also delivered lectures before the law department on ecclesiastical jurisprudence, was a contributor to the *Christian Spectator* from 1822 to 1838, and since 1843 furnished more than a hundred articles to the *New Englander*. In 1850 he aided in founding the *New York Independent*, and was for a long time its editor. He published, in 1846, a volume of essays on slavery, from which it is said President Lincoln gained his own decided antislavery views. In debate, especially at such gatherings as the meetings of the General Association of Connecticut and the American Board, he was always a leading spirit. He received the degree of D. D. from Hamilton College in 1843 and that of LL. D. from Harvard in 1870.—(Congregationalist, Boston.)

CHIEF STATE SCHOOL OFFICER.

Hon. BIRDSEY GRANT NORTHROP, *secretary of the State board of education, Hartford.*

[Mr. Northrop has continued in this office since January 1, 1867. It is understood that he has offered his resignation, to take effect in January, 1883. During most of this long period he has had the efficient assistance of Rev. J. G. Baird as assistant secretary.]



**DELAWARE.**

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age-----	31,505	33,133	1,628	-----
Colored youth of school age-----	3,954	4,152	198	-----
Whole number of school age-----	35,459	37,285	1,826	-----
Whites enrolled in free schools----	25,053	26,578	1,525	-----
Colored enrolled in free schools----	2,770	2,544	-----	226
Total enrolment in free schools----	27,823	29,122	1,299	-----
Average attendance of colored youth	2,074	-----	-----	-----
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
School districts reported-----	409	410	1	-----
Free schools for whites in these----	510	516	6	-----
Average time of white schools in days.	158	153	-----	5
Valuation of school property for whites.	\$440,788	\$450,000	\$9,212	-----
Schools for colored youth-----	51	51	-----	-----
<b>TEACHERS AND THEIR PAY</b>				
Teachers in free schools for whites.	536	527	-----	9
Male teachers in such schools-----	-----	222	-----	-----
Female teachers in such schools-----	-----	305	-----	-----
Average monthly pay of men in free schools for whites.	\$30 83	\$31 49	\$0 66	-----
Average monthly pay of women in free schools for whites.	\$24 79	\$27 56	\$2 77	-----
Teachers in schools for colored youth	58	56	-----	2
Average monthly pay of colored teachers.	\$22 00	\$22 00	-----	-----
<b>INCOME FOR PUBLIC SCHOOLS.</b>				
Whole receipts for free schools for whites.	\$177,652	\$144,840	-----	\$32,812
Receipts for schools for colored youth.	3,361	-----	-----	-----
<b>STATE SCHOOL FUND.</b>				
Amount of permanent school fund.	\$448,999	\$495,749	\$46,750	-----
Amount annually allowed the schools.	26,960	28,870	1,910	-----

(From the report of Hon. James H. Groves, State superintendent of free schools, for 1879-'80, and from figures kindly furnished by the same in advance of his report for 1880-'81, with additions for colored schools in Wilmington from Superintendent David W. Harlan.)

**STATE SCHOOL SYSTEM.****OFFICERS.**

For the State these consist of a superintendent and an assistant superintendent of free schools, both appointed annually by the governor; also, of a State board of education, com-



posed of the secretary of state, the president of Delaware College, and the State superintendent, with the assistant superintendent as acting secretary. There are also school committees in each united school district, elected by the people for 3 years' terms, with change of one member each year.—(School laws, 1881.)

#### OTHER FEATURES OF THE SYSTEM.

To sustain the public schools there is "the school fund of the State of Delaware," no part of which is to be used for academies, colleges, or universities. There are also local taxes, which in each of the school districts of New Castle County amount to \$150; in those of Kent County, to \$125; in Sussex County, to \$60. In addition to such annual levies used in the school districts where they are raised, other sums may be levied if required in several of the districts in these counties. The school fund apportioned to each county is to be distributed equally among all the districts of the county, except that in New Castle County one-seventh part is to be distributed among the districts contained within the city of Wilmington and the residue among the remaining districts equally. Teachers are required, under forfeiture of salary, to furnish quarterly reports to the proper authorities. These are the regulations for the schools of the white population.

The schools for colored youth have a separate and distinct fund, which is under the charge of the Delaware Association for the Education of the Colored People. A tax of 30 cents on the \$100 of real and personal property and poll of colored persons is annually levied, and \$2,400 are annually appropriated from the State treasury, commencing with October, 1881. No school is to receive its pro rata unless it has been taught at least 3 months of the school year, with an average attendance of at least 15 scholars. The \$2,400 are to be divided equally among the schools of New Castle, Kent, and Sussex Counties. Exempted from the regular tax are several persons of Sussex County, who form a body politic entitled "The Indian River school districts for a certain class of colored persons." They establish schools of their own, and vote the sum required, not to exceed \$200, for the two subdistricts. Each school is to be open to children between the ages of 7 and 21 of the persons specified. From 1882 on, these schools are also to receive a pro rata share of the general school fund for colored, provided they too are taught at least 3 months with an average attendance of 20 scholars and that \$25 have been raised by taxation for each school during the year.—(Digest of school laws, 1881.)

#### GENERAL CONDITION.

The indications for the year 1880-'81 are favorable upon the whole. With an addition of 1,826 youth of school age there was an increase in enrolment of 1,299. And although this training seems to have been given by somewhat fewer teachers in the free schools, it is probable that this is only an apparent falling off, arising from the fact that teachers, being better prepared for their work and getting somewhat better pay, are more permanent in their positions. For the first time, too, the State recognizes its obligation to aid in the education of the colored people. A law was passed March 22, 1881, appropriating \$2,400 from the State treasury for the colored schools. This is in addition to the tax of 30 cents on \$100, which, on their own petition, they have been allowed from 1875 to devote to education.

#### KINDERGÄRTEN.

For any schools of this grade, see Table V of the appendix, and a summary thereof in the report of the Commissioner preceding.

#### CITY SCHOOL SYSTEM OF WILMINGTON.

##### OFFICERS.

A city superintendent and a board of public education, made up of 2 members from each ward, have charge of the schools.—(City report.)

##### STATISTICS.

The total population, according to the census of 1880, was 42,478; youth of school age (6-21), not given; school-houses in use, 19; sittings, 5,864; enrolment, 7,065; average daily attendance, 4,392; teachers, 116; expenditures, \$39,370.—(Report and return.)

##### ADDITIONAL PARTICULARS.

Owing to the changes of teachers, to sickness, and to a severe winter, the work of the year was performed under unusual difficulties. Yet the schools were kept up to the high standard of the last few years, and at some points made advances. A revised course of study was introduced, so that there are now ten primary grades instead of twelve and six grammar grades instead of seven. The study of Latin and formal object lessons

were also discontinued. The increase in enrolment and attendance over the preceding year was occasioned by the annexing of a district to the city. Without this there would have been a decrease of 79 enrolled and 123 in average attendance. No mention is made of the evening schools kept in former years. The normal school is probably continued, as the report states that 4 divisions in the training school are taught by pupil teachers who are in training and on trial.—(Report and return.)

## TRAINING OF TEACHERS.

### NORMAL CLASSES.

As stated above, the normal school connected with the Wilmington school system seems to be still in existence, although no special account of it appears in the report of the city superintendent. It is stated, however, that, through the influence and instruction of the principal of the training school, better methods were substituted in all the schools for the *a b c* method in teaching the alphabet and the first lessons in reading.—(City report, 1880-'81.)

The normal class reported in former years at Delaware College is apparently discontinued.

### TEACHERS' INSTITUTES.

The State superintendent of free schools is required to hold at least one teachers' institute, of at least three days in length, in each of the counties of the State. All teachers of the county are expected to be present unless unavoidably detained. The number of such institutes for 1881 is not known. One held in Sussex County was said to be thronged with people, who listened to the proceedings with evident interest. A thorough appreciation of the cause of education was indicated.—(Laws of 1881 and Journal of Education.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

In Wilmington there are five rooms used for high school classes. The two schools, one a combined high and grammar school for boys, the other for girls, enrolled 110 pupils, an increase of 13 over the previous year. The average daily attendance was 90, an increase of 17. From the boys' school, which had 58 pupils, there were 6 graduates; in the girls' department, 52 enrolled and 10 graduates. The 3 years' course is still continued. Revised courses of study were adopted by the board on January 24. These went into effect, in part, on February 1, and were to be fully carried out in September. The study of Latin was discontinued from the beginning of the year.—(City report, 1880-'81.)

Outside of Wilmington only one public school is known which attempts any measure of secondary instruction. This is at Lewes.

### PRIVATE SECONDARY SCHOOLS.

The Wilmington Conference Academy, Dover, occupies a notable position among the educational forces of the State. The school is coeducational. Particular attention is paid to the choice of teachers, the corps consisting of eight. Great care is taken to properly coördinate all departments. Recent additions have been made to the library and to the scientific collections, and all connected with the school manifest great interest in making it an educational centre.

For statistics of private academic schools reported, see Table VI of the appendix.

## SUPERIOR INSTRUCTION.

### COLLEGES.

*Delaware College*, Newark, was first chartered in 1832, rechartered in 1867, and opened under reorganization in 1870. The preparatory department (Newark Academy is virtually such) had 6 instructors in 1881 and 80 students. The collegiate department (faculty 6, students 47) includes a 4 years' classical course, one of similar length in science and agriculture, and a 4 years' literary course. The scientific and literary courses were extended in 1879 from 3 to 4 years. Instruction in law—elementary, constitutional, and international—is given in the senior year. The college reports 30 scholarships, but no fellowships. In 1881 8 degrees were conferred, 4 of A. B. and 4 of PH. D.—(Catalogue and return.)

*Wesleyan Female College*, Wilmington, the only other institution of collegiate rank in the State, commences with primary and preparatory, has a 4 years' classical and a 3 years' English course, gives instruction in the French and German languages, and in drawing, painting, and music.—(Catalogue.)

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The scientific and agricultural department of Delaware College admits students to the 4 years' course who are at least 14 years of age and who produce testimonials of good moral character and sustain an examination in the common English branches. In the scientific course, so called, there were 33 students in 1881. The method of instruction in this department is twofold. In addition to the recitations and lectures, the actual farming operations of the State become an objective study.—(Catalogue and returns.)

## PROFESSIONAL.

No professional schools are reported from the State of Delaware; some instruction in law is given in the State College.

## SPECIAL INSTRUCTION.

## EDUCATION OF DEAF-MUTES, THE BLIND, &amp;C.

The special schools of Pennsylvania and the District of Columbia furnish the training required by any such unfortunates in this State.

## EDUCATIONAL CONVENTION.

## STATE ASSOCIATION.

The State Teachers' Association held its third annual meeting at Rehoboth Beach, August 22-25, 1882. President William A. Reynolds, of Wilmington, delivered the inaugural address. This was followed by "Improved methods of instruction," State Superintendents Groves and Carpenter reading the report and other gentlemen continuing the subject. Superintendent Harlan advocated normal schools as necessary to improve methods and teachers. President J. M. Williams, of Wesleyan Female College, urged the need of improved teachers. At the afternoon session an essay, by C. S. Conwell, of Dover, on the beauty and usefulness of the study of Shakespeare was freely discussed. Rev. W. B. Gordon, of Smyrna, lectured in the evening on the cultivation of the beautiful. On the following day Principal S. J. Willey gave a paper on the "Fourth profession." He considered the profession of teaching equal in importance to the professions of theology, law, and medicine. By raising the standard of qualifications the number of teachers would be decreased and their pay and positions correspondingly increased. In "The true sphere of the public school" Principal R. D. Harrington traced the history of the public school from its inception in Athens until the present. He stated that success is only attained when the curriculum is adapted to the peculiar wants of the people, to their condition, habits, and circumstances. Both of these topics led to discussion. At the evening session, Rev. A. W. Lightburn addressed the association on "The principles and perils of our common education." He argued for an education founded on christianity, virtue, and truth. On the last day of the session, Miss E. D. Fraser read a paper on "School authorities, their qualifications and duties." The normal school question was then taken up. Among the resolutions offered, was one that it is the duty of teachers to extend their usefulness in the community, to keep up with the times in methods of instruction, and to sustain the dignity of the "fourth profession."—(Journal of Education.)

## CHIEF STATE SCHOOL OFFICER.

HON. JAMES H. GROVES, *State superintendent of free schools, Smyrna.*

[Annually reappointed since 1875.]

## FLORIDA.

## STATISTICAL SUMMARY.

	1878-'79.	1879-'80.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21)-----	72, 985	74, 213	1, 228	-----
Enrolled in public schools-----	37, 034	39, 315	2, 281	-----
Average daily attendance-----	25, 601	27, 046	1, 445	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts-----	39	39	-----	-----
Number of public schools-----	1, 050	1, 131	81	-----
Number of school-houses-----	-----	961	-----	-----
Average time of schools in days---	82	76	-----	6
Value of school property-----	-----	\$132, 729	-----	-----
TEACHERS AND THEIR PAY.				
Male teachers in public schools.---	646	675	29	-----
Female teachers in public schools.--	362	420	58	-----
Whole number employed-----	1, 008	1, 095	87	-----
SCHOOL EXPENDITURE.				
Expenditure for public schools----	\$140, 703	\$114, 895	-----	\$25, 808
STATE SCHOOL FUND.				
Amount of available school fund--	\$243, 900	\$246, 900	\$3, 000	-----

(From biennial report of Hon. W. P. Haisley, State superintendent of public instruction, for the years above indicated, the succeeding report for 1880-'81 and 1881-'82 not being available as this goes to press.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

The officers of the department of public instruction are a State superintendent of public instruction, a State board of education, a board of public instruction for each county, a county superintendent of schools, and local school trustees, treasurers, and agents.—(Laws.)

## OTHER FEATURES OF THE SYSTEM.

The public schools continued to be sustained from the proceeds of a common school fund, of a special State tax of 1 mill on the \$1, and of a county tax, made  $2\frac{1}{2}$  to 4 mills on the \$1 in 1881.<sup>1</sup> The interest on the common school fund, with the amount raised by the 1 mill tax, is apportioned annually by the State superintendent among the counties in proportion to the children residing therein between the ages of 4 and 21, and by the board of public instruction among the schools in proportion to the average attendance of pupils between 6 and 21. The schools must be maintained at least 3 months each year. Any district<sup>2</sup> neglecting to maintain such school or schools forfeits its portion of the common school fund during such neglect, and the fund thus forfeited is distributed among the counties at the next apportionment. The maximum school day is 6 hours; school month, 22 days; school term, 3 school months; school year, 3 terms. The school

<sup>1</sup> This was a change from  $2\frac{1}{2}$  mills to 4 mills, with  $2\frac{1}{2}$  as a minimum, and was the only one of any importance.

<sup>2</sup> Counties are here school districts.



census of children between 6 and 21 and 4 and 21 must be taken at the time of assessing county taxes. Persons duly authorized as teachers are required to teach deportment and morals, to inculcate the principles of truth, honesty, patriotism, and the practice of every christian virtue, and may devote one-half day in each week to instruction in some branches of needlework or manual labor. The constitution enjoins the legislature to provide a uniform system of common schools and a university, but no steps have yet been taken to establish the latter, except in its agricultural and mechanical departments. (Constitution and laws.)

#### GENERAL CONDITION.

In the absence of official information as to statistics of 1880-'81, no comparison of the educational condition of that year with the preceding one can be made. Even the secretary and agent of the Peabody fund trustees, on whom the State has to depend for special aid towards the improvement of its schools, has had to content himself, in his report for 1881, with the statistics of the previous year.

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

There is no separate city school system. The county officers have control of the city schools in common with those of the counties in which they are located. The only clear statistics to be had include county as well as city schools.

##### STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Jacksonville (including Duval County).	19,431	.....	2,366	1,781	65	\$15,010
Key West (including Monroe County).	10,940	3,416	795	520	18	5,457

#### ADDITIONAL PARTICULARS.

*Jacksonville* proper, with two outlying suburbs, appears from a printed county report to have had 1,100 pupils enrolled in its public schools and 903 in average attendance, under 22 teachers. The course of study covers 3 primary, 5 grammar, and 3 high school years, the high school serving for the county as well as the city, and bearing the title of Duval County High School. One of the city schools is a large graded one for colored pupils. This in 1880-'81 had 6 teachers besides the principal, enrolled 515 pupils, and had 445 in average attendance. Another graded school for the same race, under Methodist Episcopal influences, had 5 teachers and 166 pupils.—(Report for Duval County and of Freedmen's Aid Society of Methodist Episcopal Church, 1881.)

*Key West*, including Monroe County, presents no information additional to that in the table except that of the 795 pupils enrolled 191 were in the alphabet, 143 in first reader, 136 in the second, 108 in the third, 82 in the fourth, 62 in the fifth, 33 in the sixth; there were 550 in arithmetic, 563 in writing classes, 427 in geography, 283 in grammar, and 40 in such higher studies as history, natural philosophy, chemistry, &c.—(Return.)

#### TRAINING OF TEACHERS.

##### NORMAL SCHOOL.

The East Florida Seminary, Gainesville, established in 1853 and supported from the proceeds of the national land grant, has served of late years as a public graded school, but was organized in 1880 as a State normal. The course extends through 3 years beyond a preparatory year, none being admitted to the normal course except after examination in the studies of the preparatory course. Boys under 15 and girls under 14 cannot enter the normal classes. Besides other studies, the normal course embraces methods of teaching, school organization and management, history and philosophy of education, and educational psychology. The classes below the normal serve as an experimental school for observation and practice teaching. Normal pupils may study Latin and Greek, but not to the detriment of the full English course. Instructors in 1880-'81, 7; normal pupils, 13; other pupils, 140.—(Catalogue and return.)

##### TEACHERS' INSTITUTES.

No record of such means of improving teachers has reached the Bureau at the time at which this goes to press, though they were held in 1880.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

For these schools in 1880-'81 no definite information is at hand. In 1879-'80, about 5,000 pupils were studying the higher branches, but the number of high schools was not given. Jacksonville and Key West, as well as the West and East Florida Seminaries, had high school departments, and other schools elsewhere may have had. Lincoln Academy, Leon County, which in 1879-'80, through aid from the Peabody fund, had a principal and 4 assistants, was operated for 9 months, and was said to be "the only high school for colored youth in the county."

## OTHER SECONDARY SCHOOLS.

For statistics of academic schools, see Table VI of the appendix, and the summary thereof in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

No institution of this class had been established in Florida up to the year under review, nor does any appear to have been projected in that year. The constitution of 1868 required the legislature to provide for a university as well as for a system of common schools, instruction in both to be free. But as no time was fixed for the establishment of the university and as education in the State has not in any past year reached the point of fair demand for high collegiate training, there has been no action taken by the legislature towards furnishing it, except as mentioned below under Scientific Instruction.

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

No schools of this class appear to have been yet called for in this State, the comparatively slight demand for this grade of instruction for young women being sufficiently met by several colleges for women in adjoining States.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

No information has been obtainable as to the State Agricultural College, which in 1876 was located at Eau Gallie, in the southern section of the State, beyond the fact that at the opening of 1881 it remained still at Eau Gallie, whence it was to have been removed, and that it had an endowment fund of more than \$120,000. This college is the only department of the State university that has been organized, and its existence has been threatened by a proposition to appropriate its fund to common school purposes or use it to endow a normal seminary, with an agricultural department.

No schools for professional training, except of teachers, existed in 1881.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE BLIND, DEAF, AND FEEBLE-MINDED.

Information as to what is done by the State towards the training of its poorer youth of these classes has been sought in vain. The constitution of 1868 requires that "institutions for the benefit of the insane, blind, and deaf, and such other benevolent institutions as the public good may require, shall be fostered and supported by the State," and it is hoped that the spirit of this requirement may be carried out by placing such unfortunates in the training schools of other States until Florida can make provision for them herself. The fact that the quadriennial census of youth of school age is required to include a special one of deaf-mutes looks in this direction.

## EDUCATIONAL CONVENTIONS.

## MEETINGS OF COUNTY SUPERINTENDENTS AND OTHERS.

The school law requires and empowers the State superintendent of public instruction "to call meetings of county superintendents of schools and other officers, for obtaining and imparting information on the practical workings of the school system and the means of promoting its efficiency and usefulness." The last State superintendent, in his report for 1880, showed that he had complied with this requirement, calling meetings and delivering addresses to school officers and others at from one to four points in each county with apparently useful results. The biennial report of his successor on this and other matters for 1881 and 1882 is not due at the date at which this goes to press.

## CHIEF STATE SCHOOL OFFICER.

Hon. F. K. FOSTER, *State superintendent of public instruction, Tallahassee.*

[Term, January 1, 1881, to January 1, 1885.]

## GEORGIA.

## STATISTICAL SUMMARY.

	1880.	1881.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-18)-----		a236, 319		
Colored youth of school age (6-18)-----		a197, 125		
Whole number of school age-----		a433, 444		
Whites in public schools-----	150, 134	153, 156	3, 022	
Colored in public schools-----	86, 399	91, 041	4, 642	
Whole number in public schools-----	236, 533	244, 197	7, 664	
Average daily attendance-----	145, 190	149, 908	4, 718	
Youth in elementary private schools-----	35, 115	33, 493		1, 622
Youth in academic private schools-----	9, 052	7, 841		1, 211
Youth in collegiate schools-----	4, 285	2, 040		2, 245
Whole number in private schools-----	48, 452	43, 374		5, 078
SCHOOLS.				
Public schools for whites-----	4, 066	4, 053		13
Public schools for colored-----	1, 603	1, 704	101	
Public schools under local laws-----	247	298	51	
Total number of public schools-----	5, 916	6, 055	139	
Public schools reported as graded-----	115	163	48	
Public schools reported as high schools-----	16	10		6
Private elementary schools-----	1, 083	1, 080		3
Private academic schools-----	131	119		12
Private and State collegiate schools-----	32	15		17
Whole number of private schools-----	1, 246	1, 214		32
TEACHERS AND THEIR PAY.				
Number of teachers employed-----	6, 000	6, 128	128	
Average monthly salary of men-----	\$50 00			
Average monthly salary of women-----	\$30 00			
Teachers in private elementary schools-----	1, 174	1, 183	9	
Teachers in private academic schools-----	274	227		47
Teachers in collegiate schools-----	232	93		134
Whole number of teachers in private schools-----	1, 680	1, 508		172
INCOME AND EXPENDITURE.				
Receipts for public schools-----	\$471, 029	\$498, 533	\$27, 504	
Expenditure for public schools-----	471, 029			

a In 1877.

(From reports of Hon. Gustavus J. Orr, State commissioner of common schools, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

For the State there is a board of education, composed of the chief executive officers, with the governor as president ex officio, and a State school commissioner as chief executive officer; for each county (the counties here being school districts),<sup>1</sup> a county board of educa-

<sup>1</sup> Except in 4 counties, in which the election of the county board is provided for by special acts.

tion of 5 freeholders, appointed by the grand jury, a secretary elected by it being ex officio county school commissioner and holding for 4 years; for each subdistrict into which the county may be divided, 3 trustees appointed by the county board for local supervision.— (Laws.)

#### OTHER FEATURES OF THE SYSTEM.

The annual State school fund is derived from a poll tax of \$1 and from a special tax on shows, exhibitions, and sales of spirituous and malt liquors; from the proceeds of commutation taxes for military service; from certain sums received from two railroads; from educational funds not belonging to the State university;<sup>1</sup> and from such other sums as may be raised by general taxation. District taxation is allowed for supplying suitable school buildings and furniture.

High schools are cut off, except in specially chartered districts, as the constitution of 1877 provides only for studies in the elementary branches. Provision is made for evening, ambulatory, and manual labor schools. White and colored children must be taught in separate schools, with equal advantages to both according to their grade. Sectarian books must not be introduced into the schools, nor must the reading of the Bible be forbidden. The county board decides what text books and books of reference shall be used in the common schools of the county. The county commissioner examines candidates for teaching, and recommends them to the county board for such grade of license as they may merit, which shall be good for 1, 2, or 3 years, according to its grade; except in some counties especially exempted, he must visit the schools in his county at least twice each year, make, once in 4 years, an enumeration of the children of school age (6–18) in his district, and distribute the school fund received on the basis of the number of such, and report annually to the State superintendent. Teachers must report to the county commissioner at the close of each term; he to the State commissioner, who reports annually to the assembly. Failure to do this involves forfeiture of pay. Principals of all other than State schools, having public pupils, must also report. To entitle a county to its proportion of the State fund, primary schools must have been kept open, free to all, at least 3 months of the year throughout the county, except where, on account of sparseness of population, the primary schools cannot be maintained for that time; in this case the county boards can provide for such schools to continue 2 months only in different places convenient to the majority of the pupils, each school to contain not less than 15 pupils. The school term must be so arranged that the same teacher may serve in 1, 2, 3, or more schools successively.— (Constitution and laws.)

#### GENERAL CONDITION.

The statistics for 1881 show fair advance in the condition of the public schools. The enrolment materially advanced, the greatest part of the increase being in colored pupils, and the average daily attendance bore a good proportion to the increased enrolment. There were 139 more public schools and 128 more public school teachers. A large falling off was reported in the number of pupils and number of teachers in private schools.

#### AID FROM THE PEABODY FUND.

The report of this fund, made at the regular meeting of the trustees in October, 1881, shows that Georgia received \$4,200 for training teachers at Nashville, \$500 for colored pupils at Atlanta, and \$600 for the Georgia agency.

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

Cities of over 20,000 inhabitants may have boards of education or of trustees of schools, of whom a part are in some cases members ex officio, as mayors of the city or judges of the courts. The elective members are in most cases subject to partial annual change. Those of Augusta, Macon, and Savannah combine county and city systems, a superintendent being employed in each of these cases.— (City reports and laws.)

##### STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atlanta.....	37,409	10,500	4,226	3,951	64	\$45,803
Augusta.....	21,891	5,628	2,487	1,471	39	.....
Columbus.....	10,123	2,863	1,403	1,149	26	16,971
Macon.....	12,749	3,339	1,881	1,135	33	.....
Savannah.....	30,709	6,243	3,110	2,789	56	.....

<sup>1</sup> The proceeds of endowments, gifts, or bequests for school purposes in any county may be added by the county school board to what is received by it from the State distributable fund for county schools.



ADDITIONAL PARTICULARS.

*Atlanta* reported 10 schools, classed as high, grammar, and primary. The grammar schools comprised each 8 grades, corresponding to the first 8 years of school life, 6 to 14, while the high school for girls comprised 4 grades, answering to the next 4 years of school life. The course in the boys' high school covered only 3 years, differing in the studies to be pursued mainly in the substitution of optional Greek for French. The general enrolment reached 4,226, with an average per cent. of 93.2 in daily attendance, and at an annual cost per scholar of \$10.83, while in the high schools there were enrolled 302, with an average per cent. of 94.6 in daily attendance. There was still a pressure for more school room for both primary grades and high schools. A new school-house erected during the year for the colored children, containing 8 large rooms, well lighted and ventilated, is said to be the pride of the colored people. It is, at their request, officered by educated colored teachers, who have demonstrated that they understand their own race and know how to teach and preserve discipline.—(Tenth annual report, 1880-'81.)

*Augusta* had a well graded system of public schools, classed as primary, intermediate, grammar, and high. The primary had a 3 years' course; the intermediate and grammar, 2 years' courses. The high school department included 3 schools, 2 of them for white and 1 for colored pupils. One of the 3 was for girls alone; the other 2 for both sexes. The full course was 3 years. These high schools had in 1880-'81 an enrolment of 152; an average, monthly, of 103 present; an average, daily, of 94, of whom 13 were graduated. The high school for colored pupils completed with the year a 2 years' course, and a question was raised whether it should be continued of that length or be extended to 3 years; but, as the rule of the board is that the high schools shall have 3 classes, each of a year, it is hardly possible that one race should be deprived of the advantages given to the other. The superintendent reports that there has been a steady advance both in enrolment and average attendance in the schools, many citizens having withdrawn their children from private instruction and placed them in the public schools. The increased pressure in the colored schools was such that out of 1,132 pupils only 723 could be furnished with seats.—(Report.)

*Columbus* had 7 school buildings, on 4 lots, used for both primary and grammar grades, with 1,182 sittings, valued, with grounds, &c., at \$35,200. Instruction was given in music. In the absence of any normal school, the superintendent gratuitously gave some normal training to the teachers. In private and parochial schools, 250 were enrolled.—(Return.)

*Macon*.—For the city there were 7 school buildings, with 37 rooms and 1,500 sittings. During the year a large building that had been used for a medical college was added to the school accommodations, making the value of school property \$43,000. There was a marked advance in all departments over even that of 1879-'80. In the matter of organization, the schools for whites approached very near the completion of the city plan, comprising 3 full grade schools for elementary and grammar classes, with a central school of higher grade, the whole embracing a course of study beginning with elementary school work and extending through the studies preparatory to college or to the better class of business positions. In this last school the graduating class for the year (25) was the highest ever graduated, and the increased attendance such as to render necessary the enlargement of the building to accommodate, in another year, the growing enrolment. Provision for the colored school population was also much advanced, so that, for the first time since the adoption of the city system, the colored pupils were accommodated in buildings supplied by the city without cost to the board, and with capacity for from 150 to 200 additional scholars. The revised course of study covers 9 years. Enrolled in private and parochial schools, 300.—(Ninth annual report and return.)

*Savannah* had 7 school buildings, with 56 rooms for study and recitation and 3,200 sittings, valued, including grounds, &c., at \$130,300. In some rooms there was overcrowding; rather than refuse admittance to any and to relieve the teachers of this overcharge, many unqualified children were put into the higher grades. It was thought better to suffer this evil than to reject the large number of applicants. There were 7 schools for whites and 2 for colored. The schools below the high reached a per cent. of average daily attendance on average belonging of 89.5 whites and 88.5 colored. Below the high school there are 8 grades, beginning with the lowest elementary studies and ending in a preparation for the high. There are 2 high schools, 1 for boys and 1 for girls, each having a 4 years' course and nearly the same studies, with an enrolment of 169, an average belonging of 137, an average daily attendance of 127, and 23 graduates. The instruction in the schools is meant to be conservative. Except in language study, progress was satisfactory. Fully 25 per cent. of the teachers were graduates of the public schools; and it was to be the policy to give the colored schools in the country their share of these well qualified teachers. There was improvement in the discipline. Much attention was given to hygienic principles, with pleasing results in the physical as well as the mental health of the pupils. Enrolment in private and parochial schools, 500.—(Sixteenth annual report and return.)

## TRAINING OF TEACHERS.

## NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

There being no State normal school, as such, the higher normal instruction of a few specially selected whites from this State was conducted at the normal college at Nashville, Tenn., the Peabody fund providing for the instruction of some 20 scholars during the year 1881.—(Peabody fund report.)

The *North Georgia Agricultural College*, at Dahlonega, has a normal department free to such of either sex as wish to become teachers. The trustees enjoyed the right to send pupils during the fall months to remote school districts not otherwise provided for, pledging their support while thus engaged. Those who complete the regular course of 4 years receive a certificate which exempts them from examination by any other school authorities in the State. Statistics for 1880-'81 are not available.

*Atlanta University*, Atlanta (for the superior training of the colored race), presented again, in 1880-'81, the 4 years' normal course formerly termed the higher normal, the requirements for entering which were the same as for the college preparatory course. Young women entering this course, in addition to the customary studies, are taught such elements of household science as plain sewing, cookery, nursing the sick, and the preparation of simple dietary articles for them. Specimens of their sewing work are preserved for examination. They receive, at the completion of the course, certificates of graduation that are equivalent to teachers' certificates. The former normal course, below that above mentioned, became in 1880-'81 the grammar school course.—(Catalogue.)

The *Haven Normal School*, Waynesboro, like that at Atlanta, is for the instruction of colored teachers. It is assisted by the Freedmen's Aid Society of the Methodist Episcopal Church, and had a 4 years' course of study. There were 80 pupils under 2 teachers in 1880-'81.—(Methodist Year Book.)

*Clark University*, Atlanta, has a normal department for the instruction of colored teachers, which includes all studies of the English course and 2 years additional.—(Catalogue.)

## TEACHERS' INSTITUTES.

The State school law makes no provision for the holding of teachers' institutes. The State superintendent, at latest date, was endeavoring to secure from the assembly an appropriation of \$1,500, which, with a supplemental sum that he had no doubt could be obtained from the Peabody fund, would enable him to establish in 1880-'81 from three to five such institutes in the State.—(State report.)

## EDUCATIONAL JOURNALS.

Georgia, having no educational journal, has to depend on the educational periodicals of other States for the early publication of school matters pertaining to the State.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

The constitution of 1877 made no provision for high school instruction in the public schools. In the cities and counties under local laws, 16 schools of this grade were reported by the State school commissioner in 1880, but neither enrolment nor attendance was given. From reports of cities received at this Bureau it appears that Atlanta, Augusta, and Savannah had each two separate high schools for boys and girls in 1881, as previously, with courses of from 3 to 4 years. The courses in all were the same, except that Atlanta had 3 years for boys and 4 for girls, differing throughout but slightly in required studies, which, so far as stated, are of the highest grade below college. Atlanta had 7 teachers, 302 enrolled pupils, 286 in average daily attendance, and graduated 35. Augusta had 2 high schools for whites and 1 for colored, for which see page 43. Savannah enrolled 169, and with an average daily attendance of 127 graduated 23. Macon and Sandersville had each 1 high school, the latter having a course of 3 years, while that of the former is not given. Macon Central High School had 2 teachers, 101 pupils and an average daily attendance of 81; it graduated 25, the highest number ever reached. (City reports and returns.)

## OTHER SECONDARY SCHOOLS.

As indicated for 1879-'80, there were 131 private high schools reported in that year, with 274 instructors and 9,052 pupils; similar information for 1881 shows 119 such schools, with 227 teachers and 7,841 pupils. Among these schools is Clark University, Atlanta, an institution for the higher education of the colored people, supported by the Freedmen's Aid Society of the Methodist Episcopal Church. In 1881 this school shows a college course of fair standard for such a school, a good preparatory course, and 2 college classes. There is, too, a course in carpentry and architecture, in which instruction is

given in building and cabinet work. Girls are trained in sewing, laundry work, and house keeping. To these will be added, as fast as means are furnished, agriculture, iron work, and practical business. In 1880 the main college building was erected at a cost of over \$30,000, to which is attached a farm of 450 acres. The enrolment for 1879-'81 was 277, with 8 teachers.—(Catalogue.)

For statistics of commercial schools, academies, special preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries thereof in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Georgia, Athens, had for 1881 academic, State college, law, and medical departments, besides 4 branch colleges in different parts of the State. Under the academic were 10 schools, out of which were formed the classical, scientific, and literary courses of 4 years each; in the first 2 of these the studies were substantially the same. In the academic department there were 93 students in 1881. For the other departments, reference is made to their proper headings, further on.—(Catalogue.)

Atlanta University, Bowdon and Gainesville Colleges (non-sectarian), Mercer University, (Baptist), Pio Nono (Roman Catholic), Emory College (Methodist Episcopal South), had classical courses of 4 years, also preparatory (except Mercer University) and scientific (Gainesville and Bowdon not reporting). Pio Nono reported a junior class in civil engineering, graduate courses in ethics, a commercial course, and special instruction in military drill. Atlanta University continued to give normal, theological, and agricultural instruction; Emory College, biblical study in both its classical and scientific courses, while Mercer University continued its theological and legal departments.—(Catalogues.)

Emory College received in 1881 the handsome donation of \$50,000 from Mr. George I. Seney, of New York, \$20,000 of it for building, \$5,000 to pay indebtedness, and \$25,000 to endow a Lovick Pierce professorship.—(Christian Advocate.)

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

*Atlanta University* and, as last heard from, *Bowdon* and *Gainesville Colleges* gave equal instruction to young women. *Gainesville College* is reported by its recent president as of a grade not above a city high school. He also reports the organization in 1881 of another institution, termed *Methodist College*, at *Gainesville*, giving to both sexes equal privileges. The course, however, as given in its catalogue of 1881, shows it to have been in that year only of the standard of a good preparatory school.—(Catalogues and return.)

*Wesleyan Female College*, *Macon*, one of the institutions here referred to, is reported to have received from Mr. George I. Seney, of New York, \$50,000, in 1880-'81, for the improvement of its educational advantages.—(Educational Weekly, April 7, 1881.)

For statistics of schools of this class, see Table VIII of the appendix; for a summary thereof, see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

For training in this direction there are the scientific and philosophic courses of the University of Georgia, Athens, with the schools of agriculture, engineering, and applied chemistry in the State College of Agriculture and the Mechanic Arts, also at Athens, all of 4 years, while at Mercer University, *Macon*, and at Emory College, *Oxford*, there were in 1881 scientific courses of 3 years, and at Pio Nono College, *Macon*, one of 2 elementary and 2 nominally collegiate years. Of the courses in the 3 colleges last named, that at Emory College appears to be the fullest and best arranged. The 4 branches of the State College of Agriculture and the Mechanic Arts, at *Cuthbert*, *Dahlonega*, *Milledgeville*, and *Thomasville*, although styled agricultural, present in their courses very slight indications of any work in the line of either agriculture or mechanics. They seem to serve largely, in their lower grades, the purpose of public schools; in their higher ones, that of preparatory schools for the State university, one giving also some normal training.—(Catalogues and returns.)

Of the institutions for superior instruction of young women, to be found in Table VIII, the following report chemical laboratories and apparatus for illustrating physics: *Lucy Cobb Institute*, Athens; *Columbus Female College*; *Andrew Female College*, *Cuthbert*; *Monroe Female College*, *Forsyth*; *Griffin Female College*, *Griffin*; *Southern Female College*, *La Grange*; *Georgia Female College*, *Madison*; *Rome Female College*, *Rome*, and *Shorter Female College*, at the same place, which last appears to lead in this line.

For statistics of scientific classes in the regular colleges, see Table IX of the appendix; for those of the specially scientific schools, Table X; for summaries of both, corresponding tables in the report of the Commissioner preceding.



## PROFESSIONAL.

*Theological.*—Emory College, Oxford (Methodist Episcopal South), and Mercer University, Macon (Baptist), both for whites, and the Atlanta Baptist Seminary, Clark University (Methodist Episcopal), and Atlanta University (Congregational), all 3 at Atlanta, and all for colored, give theological instruction to some extent, though in none is any definite course of study reported. The Atlanta Baptist Seminary, under the auspices of the American Baptist Home Missionary Society, had in 1880-'81 a class of 44 preparing for the ministry. Mercer University gave theological instruction in connection with the regular college studies, also full attention to those who chose to devote themselves exclusively to the study of theology; in Emory College Hebrew was taught in the junior and senior collegiate years; Atlanta University had a theological alumni class of 4.—(Catalogues and Baptist Year Book, 1882.)

*Legal.*—The legal departments of the University of Georgia, Athens, and Mercer University, Macon, continued to give legal instruction. In the former the regular course occupies 1 year of 2 terms, 4½ months each, with a provision for a 2 years' course for those who may desire it. If prepared, students may enter either the junior or senior class, but cannot graduate without studying at least 1 term. Those who finish the course receive diplomas which admit them to the bar of the superior courts of the State without examination. After 7 years of successful practice and the maintenance of a good moral character, graduates may be admitted to a higher degree.

The course at Mercer occupies the collegiate year; the degree of LL. B. is conferred. (State report and catalogue.)

*Medical.*—The Atlanta Medical College; Southern Medical College, also at Atlanta; Medical College of Georgia, Augusta, and Savannah Medical College, all regular, require courses of 3 years' study under a preceptor and attendance on 2 full lecture terms, those at the Medical College of Georgia and Southern Medical College being 5 months, at Savannah College 4, and at Atlanta between 4 and 5. All require a final examination and a thesis, except the Medical College of Georgia, which in 1880 made this last optional. It also, in 1881, offered a 3 years' course, with examinations at the close of each annual term, offering at the same time an optional laboratory course in practical chemistry at a slight charge. The Atlanta Medical College had 11 instructors and 134 students, and graduated 31; the Southern Medical College, 11 instructors and 95 students, graduating 38. The Medical College of Georgia had 8 instructors and 91 students, and conferred on 36 the degree of M. D., with 1 honorary M. D. Savannah College made no report for 1881.—(Catalogues and returns.)

For statistics respecting the schools of theology, law, and medicine, see Tables XI, XII, and XIII in the appendix; for summaries of the same, corresponding tables in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB.

The Georgia Institution for the Education of the Deaf and Dumb, Cave Spring, in 1880-'81 had 5 instructors, and 71 students, 9 of whom were semi-mutes. The pupils are instructed in the English language, geography, grammar, natural philosophy, natural history, arithmetic, penmanship, shoemaking, and gardening. Preparations for a colored department were approaching completion at the close of 1881.—(Annals of the Deaf and Dumb, 1882.)

## EDUCATION OF THE BLIND.

The Georgia Academy for the Blind, Macon, reported 6 instructors for 1880-'81, with 61 pupils, 4 blind employes and workmen, and 217 pupils since the opening of the institution in 1852. The ordinary English branches are taught, with special instruction in instrumental and vocal music. The girls are trained in sewing, knitting, and domestic work, while the boys are taught broom and mattress working, cane seating, and turning. The State appropriation of \$10,000 for a colored department had not been used at the close of 1881, but the trustees hoped at an early day to press the work forward to completion.—(Annual report and return.)

For further information respecting schools for the deaf, dumb, and blind, see Tables XVIII and XIX in the appendix, and the summaries thereof in the report of the Commissioner preceding.

## EDUCATIONAL CONVENTIONS.

## TEACHERS' ASSOCIATIONS.

The fifteenth annual meeting of the State Teachers' Association was held at Atlanta, July 20-21, 1881. The only account of this meeting at hand is a brief note. After a



business meeting the usual papers were dispensed with to enable the teachers to attend the sessions of the National Educational Association. A committee was appointed to secure funds for the publication of a memorial volume to be issued by the association respecting the late Superintendent Bernard Mallon. After the election of officers for the ensuing year the association adjourned to meet at Augusta on the first Tuesday in May, 1882.—(*Journal of Education.*)

The fourth convention of the Middle Georgia Teachers' Association was held at Sparta December 22-23, 1881, Dr. G. J. Orr in the chair. After an address of welcome and reports from the secretary and treasurer, papers were read and discussions had on "Temperament of children;" "The best means of preserving order in school;" "The best course of study for those who have but two or three years of school;" "The art of explanation;" "Loyal teachers, and what will make them such;" "Truth and honesty;" "Mistakes of trustees, parents, teachers, pupils, and citizens." The closing address was by the State school commissioner, Hon. G. J. Orr, on the "Public school system of Georgia," after which the committees made their reports, the usual officers were elected, and the association adjourned.—(*Journal of Education.*)

#### CHIEF STATE SCHOOL OFFICER.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

[Fourth term, January 1, 1881, to January 1, 1883.]

## ILLINOIS.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21) -----	1, 010, 851	1, 002, 222	-----	8, 629
Enrolled in public schools -----	704, 041	701, 627	-----	2, 414
Average daily attendance -----	431, 638	425, 858	-----	5, 780
Pupils in private or church schools.-----	60, 440	59, 902	-----	538
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reporting -----	11, 599	11, 604	5	-----
Number with 5 months' school or more.-----	11, 419	11, 407	-----	12
Number with less than 5 months.-----	76	87	11	-----
Number that had no school.-----	105	110	5	-----
Number reporting libraries -----	980	885	-----	95
Volumes in these libraries -----	57, 726	61, 436	3, 710	-----
Public school-houses.-----	11, 883	11, 925	42	-----
New ones built within the year -----	265	259	-----	6
Whole number of public schools.-----	11, 964	11, 961	-----	3
Number graded, excluding high schools.-----	921	947	26	-----
Number of high school grade.-----	110	114	4	-----
Average time of schools in days.-----	150	149	-----	1
Valuation of public school property.-----	\$15, 875, 566	\$16, 956, 310	\$1, 080, 744	-----
Private or church schools.-----	661	627	-----	34
TEACHERS AND THEIR PAY.				
Men teaching in public schools.-----	8, 834	8, 438	-----	396
Women teaching in public schools.-----	13, 421	13, 695	274	-----
Whole number, male and female.-----	22, 255	22, 133	-----	122
Number from State normal schools.-----	1, 167	-----	-----	-----
Number attending institutes.-----	8, 424	7, 291	-----	1, 133
Average monthly pay of men.-----	\$41 92	\$44 17	\$2 25	-----
Average monthly pay of women.-----	31 80	35 31	3 51	-----
Teachers in private or church schools.-----	1, 497	1, 546	49	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools.-----	\$7, 833, 953	\$7, 922, 169	\$85, 216	-----
Whole expenditure for them.-----	7, 531, 942	7, 858, 414	326, 472	-----
STATE SCHOOL FUNDS.				
Amount of such funds reported.-----	\$9, 049, 302	\$9, 247, 281	\$197, 979	-----

(From report of Hon. James P. Slade, State superintendent of public instruction, for 1879-'80, and from statistics furnished by him for 1880-'81.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

A State superintendent of public instruction, elected quadriennially by the people, has general oversight of school matters. A county superintendent in each county also serves for 4 years. There are 3 trustees for each township, elected for 3 years' terms,

with annual change of 1. Three school directors in each district are also elected for similar terms. Women are eligible to any school office if they are over 21 years of age and possess the requisite qualifications.—(Laws, 1879.)

#### OTHER FEATURES OF THE SYSTEM.

Free schools were established by law in 1825. They are now maintained from a State allowance of \$1,000,000 annually and from local taxes, not to exceed 2 per cent. for current expenses or 3 per cent. for building purposes. The apportionment of funds from these sources is in each county according to the number of children under 21 years of age, and no school funds are to be used to support any sectarian institution. Colored youth are admitted to all privileges of the free schools. The length of school term is 5 months of 22 days each. The branches of study are arranged by the directors. Text books, not to be changed oftener than once in 4 years, are to be uniform. Teachers are to make the proper reports and to have certificates of qualification in order to be paid for their services.—(Laws, 1879.)

#### GENERAL CONDITION.

In common with 16 other States, Illinois makes only biennial reports of its school system, and 1881 was not the year for one of these; but Superintendent Slade has made up, as far as possible, this lack by furnishing from the records in his office the main statistics for the year. These indicate a decrease of enrolment in all schools reaching about one-third of the decrease in school youth, and a decrease in average attendance in public schools of nearly two-thirds of the falling off in the number to be instructed. As to school districts, it appears that, while 5 more reported, there were 5 more that had no school and 11 fewer that had schools open the full legal time; 95 fewer reported school libraries, but these had more books in their libraries than the number reporting the year before. As to schools, we find a falling off of 3 on the preceding year, but the character of these schools was somewhat higher, 26 more being graded and 4 more being of high school grade, while 259 had new buildings, 42 of which were absolute additions to the school system. Through this building and rebuilding school property was rated \$1,080,744 higher, although private and church schools somewhat declined. As to teachers, many fewer men and many more women were employed, both sexes getting rather more remunerative pay; while, as to funds, there was a fair addition to receipts for schools, with a considerable increase of expenditure upon them, the permanent fund having, moreover, \$197,979 added to it.

#### KINDERGÄRTEN.

For information as to this class of elementary schools for young children, see Table V of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

Cities of 2,000 inhabitants or more, not governed by any special act, have boards of education consisting of 6 members, with 3 more whenever 10,000 inhabitants are added. In cities of more than 100,000 inhabitants the boards consist of 15 members. In both cases the term is of 3 years, with change of one-third annually.—(Laws.)

##### STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Belleville .....	10,683	4,532	1,991	1,814	40	\$37,364
Chicago .....	503,185	137,035	663,141	644,201	6923	51,127,788
Danville .....	7,733	3,030	1,878	1,184	34	24,314
Decatur .....	9,547	3,433	1,912	1,402	30	23,339
Elgin City .....	8,787	2,642	1,400	900	23	21,696
Freeport .....	8,516	.....	1,700	1,350	28	23,170
Galesburg .....	11,437	.....	2,035	1,414	35	20,395
Jacksonville .....	10,923	3,693	1,895	1,367	37	33,887
Joliet .....	11,659	4,641	2,023	1,852	43	31,060
Ottawa .....	7,834	3,254	1,597	.....	40	20,806
Peoria (township) .....	30,251	9,516	4,915	3,674	81	54,684
Quincy .....	27,268	9,541	3,597	2,288	57	49,099
Rockford .....	13,129	4,132	2,644	1,996	58	32,615
Rock Island .....	11,659	3,590	2,248	1,564	39	35,703
Springfield .....	29,743	.....	2,702	2,078	47	36,181

<sup>a</sup> These figures are taken from a return, and do not include the statistics of evening schools. With those added, the enrolment is 66,485; average attendance, 47,055; number of teachers, 983.

<sup>b</sup> Excluding the cost of evening schools and payments on account of indebtedness incurred in previous years.

## ADDITIONAL PARTICULARS.

No information has reached this Bureau from Alton, Aurora, Bloomington, Cairo, and Hyde Park.

*Belleville* reported 2,000 sittings for study; an average daily attendance of 48 pupils to each teacher; an increase in enrollment and attendance over the previous year; improvement in discipline and in the manner of imparting instruction; book-keeping introduced in the eighth grade schools; and so large a number of pupils in these high grades as to necessitate the establishment of an extra school.— (Report and return.)

*Chicago* reported the completion of 8 new buildings, with seating accommodations for 6,804 pupils, and the commencement of 5 others, 4 of which will seat 3,591 children. At the close of the school year, owing to lack of room, there were 118 half day divisions— 6,668 pupils in all. The financial interests of the schools improved greatly: the school fund rentals and State dividend increased and the board saved a portion of its annual tax levy. General progress was reported in all departments. This was especially noticeable in arithmetic, penmanship, and German. This language was introduced into most of the grammar schools, and in these 4,546 pupils took lessons. Adding the number taught in the high schools there were 4,827 in all. During the year the courses of study in the high schools were so changed as to create 3 high schools, having full 4 years' courses and a 3 years' classical course. A change was also made in the mode of admission, for which see Secondary Instruction. Five deaf-mute schools were carried on, with 6 teachers and 55 pupils. Evening schools, suspended the previous year, were taught 3 months; enrollment, 3,344; teachers, 59; expenditures, \$8,376.— (City report, 1881.)

The *Danville* schools were taught 195 days, and the results of the year's work were very gratifying. A change was made from monthly to bimonthly examinations. Promotion was based on a combination of these and on the final examinations in all branches. The course of study in the high school was thoroughly revised, and a number of changes made in the work of the different grades. Six school buildings and 31 schools, in 34 rooms, are reported.— (City report.)

*Decatur* reports 25 teachers in the ward schools and 5 in the highest grade; the average age of pupils, 10.6 years; average percentage of attendance, 94.6; highest salary paid to male teachers, \$1,200; paid to women, \$575. Of the 1,912 pupils enrolled 420 were not tardy during the year and 60 neither absent nor tardy.— (Report.)

*Elgin* values her school property at \$28,230; reports 1,120 sittings for study, in 7 public school buildings; and had 7 private schools, with 628 pupils enrolled. The schools were open 185 days.— (Return.)

*Freeport* reports school property worth \$80,500; the 25 schools taught 196 days; 2,000 sittings for study. A special teacher of German was employed. The grades are primary, grammar, and high.— (Return and report.)

*Galesburg* had 7 different school buildings, accommodating 1,800 pupils; an average daily attendance of 41 to each teacher; a special teacher of penmanship provided; the schools open 177 days; and school property valued at \$136,200. Teachers in evening schools are spoken of, but no mention is made of the number or length of such schools.— (Return.)

*Jacksonville* reported school property worth \$160,700; 7 different school buildings, containing 1,530 sittings; 1,000 sittings in private schools; and the schools taught 188 days. Public school enrollment, 1,895; private, 1,200. No special teachers were reported.— (Return.)

*Joliet* had 9 school buildings, valued, with furniture and apparatus, at \$62,500; a total of 2,530 sittings, including 600 for private schools; and the usual high, grammar, and primary grades. The schools were taught 198 days.— (Return.)

*Peoria* (township) reports 15 school buildings, divided into primary, grammar, and high grades; 4,306 sittings; 3 evening schools, in which the teachers were paid \$40 a month; 1,580 pupils enrolled in private and parochial schools; and school property worth \$201,200.— (Return.)

*Quincy* had 3,121 sittings for study, in 9 buildings, which accommodated high, grammar, and primary grades. The estimated value of school property was \$210,700; enrollment in private schools, 1,700; schools taught 196 days. A teacher of German was employed, at a salary of \$450.— (Return.)

*Rockford* reports school property worth \$120,000; 10 school buildings, containing 2,290 sittings for study; a special teacher of music employed; schools taught 194 days; and enrollment in private schools, 460.— (Return.)

*Rock Island* had 7 school buildings, valued, with furniture and apparatus, at \$102,600, and containing 1,958 sittings for study. A special drawing teacher was employed in the schools, which were taught 177 days. There were 506 pupils enrolled in private and parochial schools.— (Return.)

*Springfield* reports a gain over last year in the number of pupils attending school. Excluding the pupils in the high school, there were 2,638 children registered in the 6 ward



schools. The percentage of attendance on average number belonging in all the schools was 96.6; number of cases of tardiness, 1,173. The amount expended for the schools was \$36,181; receipts, \$37,242. School property was valued at \$197,500 (grounds, apparatus, and furnishings included); it consisted of 6 buildings with 2,300 sittings for study. The schools were taught 198 days.—(Report and return.)

### TRAINING OF TEACHERS.

#### STATE AND COUNTY NORMAL SCHOOLS.

The *Southern Illinois Normal University*, Carbondale, and the *Illinois State Normal University*, Normal, both State institutions, report as follows: The former had 170 students in the normal department, where the courses were of 3 and 4 years, respectively, and 224 in the 2 years' preparatory course. The latter had 438 normal and 264 preparatory students, a 3 years' normal course, and about two hundred in attendance at the special term for teachers in August. A very large attendance was also reported at the summer term of the Southern Illinois Normal, and the success in the higher branches of natural history was particularly noticeable.

The *Cook County Normal and Training School*,<sup>1</sup> Normalville, reports a regular 3 years' course, while high school graduates who pass the required examination stay one year and one term. In January, 1881, a Kindergarten was added to the training department. There were 223 normal students, 11 pupils in the normal class of the Kindergarten department and 22 in the practice class, 127 in the training department and 108 in the preparatory course.—(Catalogues and returns.)

#### OTHER NORMAL SCHOOLS.

These are the *Evangelical Lutheran Normal School*, Addison, which had 8 teachers and 125 students; the *Aurora Normal School*, Aurora, a department of Jennings Seminary, with a 2 years' course; the *Northern Illinois College and Normal School*, Fulton, 105 normal students and a 2 years' course; the *Northwestern German-English Normal School*, Galena, 51 normal students and a 3 years' normal course; *Morris Normal and Scientific School*, Morris, a normal course of 3 years, attended by 246 students; and the *Teachers' Training School and School of Individual Instruction*, Oregon, which reports the studies and time optional, and 77 normal students to December, 1881. Normal courses or departments are also found at the following colleges and universities: Hedding, Eureka, Irvington, McKendree, Chaddock, Westfield, and Wheaton Colleges, and at Lake Forest and Northwestern Universities.—(Catalogues and returns.)

#### TEACHERS' INSTITUTES.

Owing to the lack of a State report the number of institutes held in 1881 is unknown. There were, however, 7,291 teachers in attendance at these meetings. This shows a decrease of 1,133 over the previous year, when 372 institutes, with 8,424 teachers, were reported.

#### EDUCATIONAL JOURNALS.

These, for 1881, were the *Present Age*, of Chicago, a continuation of the former *Educational Weekly*; the *American Educator*, Lockport, in its fifth volume in 1881; the *Practical Teacher*, Chicago, in its fourth; and the *Normal Worker*, Morris, in its second.

The following additional ones came into existence in 1881: The *Schoolmaster*, a fortnightly publication, begun in January; the *School Herald*, also fortnightly, in February, both of Chicago; the *Illinois School Journal*, a monthly, begun in May at Normal, the seat of the Illinois Normal University, and the *Normal Journal*, Carmi, begun in August.

Besides these papers, actually of the State, the *Iapi Oaye*, or *Word Carrier*, was published at Chicago, to aid in the education of Indian children at the Dakota mission in Nebraska.

Of papers for general news the *Inter-Ocean*, at Chicago, seems to have devoted most space to education, having a weekly column of educational information.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The number of such schools reported for 1880-'81 was 114, and these, as in 1879-'80, are believed to represent schools with at least a 3 years' course actually pursued by the pupils, as Superintendent Slade had asked in 1880 that only such should be classed in the reports as high schools. Four years' courses existed in 63 of the schools in 1879-'80. An important change was made at Chicago at the close of 1880-'81 in the mode of ad-

<sup>1</sup>As this goes to press, it is learned that Colonel Parker, formerly of Quincy, is to take charge of this school.

mission to the city high schools, the principals of the grammar schools being asked to report the names of pupils of whose ability to reach the required standard and pursue successfully the high school studies there could be no doubt. Pupils thus designated were admitted without examination. For all others that desired to enter, the usual examination was held.

#### OTHER SECONDARY SCHOOLS.

For information as to business colleges, private academic schools, schools specially engaged in preparing pupils for college, and preparatory departments of universities or colleges, see Tables IV, VI, VII, and IX of the appendix. For summaries of such statistics, see corresponding tables in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN AND FOR BOTH SEXES.

The Illinois Industrial University, opened in 1868, is the State University of Illinois. It has received from the State large appropriations for fitting up and stocking farms and for library, apparatus, and buildings, besides the State's share of the congressional land grant for industrial and scientific education, amounting to 480,000 acres. This was supplemented with over \$400,000 given by Champaign County to secure the location of the university. The university comprises 4 independent colleges, with 10 distinct schools, including schools of military science and of art and design. The 4 colleges are of agriculture, engineering, natural science, and literature and science. The last includes a school of ancient languages and one of English and modern languages, the course in each school extending over 4 years and that of ancient languages embracing the usual studies of a classical course. The university has permitted from the first as much freedom as possible in the selection of studies. It is required, however, that students be thoroughly prepared for the work they undertake and that candidates for a degree pursue the course prescribed for that degree; also, that each student take at least one study relating to industrial science. To meet an urgent demand, temporary provision is made for one year of preparatory study. Graduates of accredited high schools are admitted without examination.

Of 30 other recognized colleges and universities, 28 send reports for 1880-'81. All but 6 of these admitted both sexes on equal terms. Three of the 6 referred to were Roman Catholic collèges; 1 was non-sectarian; the other 2 were controlled by the Lutheran Church. Of the 30 colleges and universities known to be in operation (not including the State university), 4 at date of their last report were non-sectarian in their influence; the Presbyterian and Methodist churches each claimed 5, the Lutheran 4, the Baptist and Roman Catholic each 3, the Christian and United Brethren each 2, and the Evangelical Association and Universalist Church each 1.

All but 2 report preparatory departments; all, classical courses of 4 years; 23, general scientific courses, which in most cases extended over 4 years; 3 offered separate courses for ladies, 2 philosophical, 3 select, and 5 elective courses. Twelve made some provision for the training of teachers, either in collegiate or preparatory departments; 18 included music, 6 drawing, painting, French, and German in their curriculum; 13 gave business training, 10 presented either biblical or theological courses; 4, law; and 1, medical.

Nine colleges report gifts or bequests received during the year, amounting in all to \$89,774. Illinois College, Jacksonville, a non-sectarian institution, was offered the largest amount (\$20,000), provided the college should raise \$30,000 additional. Illinois Wesleyan University, Bloomington (Methodist), and Westfield College, Westfield (United Brethren), received each \$15,000, the former for endowment and building, the latter for general purposes. Lake Forest University, Lake Forest (Presbyterian), was given \$10,000 for scholarship and general funds; Augustana College, Rock Island (Evangelical Lutheran), \$6,000 unconditionally; Lombard University, Galesburg (Universalist), \$6,500 for endowment and other purposes; Wheaton College, Wheaton (non-sectarian), \$559.35 for current expenses; Monmouth College, Monmouth (United Presbyterian), \$4,000 for endowment; Northwestern University, Evanston (Methodist Episcopal), \$2,715 for endowment; and Chaddock College, Quincy, \$10,000, purpose not specified.

For full statistics of these institutions, see Table IX of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunities for superior education offered young women in 24 out of 31 colleges and universities (including the State University), further provision is made in 12 or more institutions exclusively for them. Eight of these were authorized by law to confer collegiate degrees, a majority had courses extending over 4 years, and nearly all included among the branches taught music, drawing, painting, and modern languages.

For statistics of these colleges, see Table VIII of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The Illinois Industrial University makes careful provision for scientific training in its colleges of agriculture, engineering, and natural science. The aim has been to give the college of agriculture the largest development possible, and agricultural students are especially invited. The full course in this school extends over 4 years, unites theory and practice as much as possible, and embraces among other branches the elements of husbandry, agricultural engineering and architecture, animal husbandry, veterinary science, rural economy, elements of horticulture, landscape gardening, and floriculture. There is also a special course for farmers, requiring only a year for completion, in which exclusive attention is given to the technical agricultural studies. The college of engineering comprises schools of mechanical engineering, of architecture, and of civil and mining engineering; that of natural science, schools of chemistry and natural history. All require 4 years for completion and lead to the degree of B. S. The master's degrees are given on examination after a year of prescribed graduate study or a term of successful practice. Labor is furnished as far as possible, that which is not educational being paid for at from 8 to 10 cents an hour.

General scientific courses leading to the degree of B. S. are found, as above noted, in 23 of the other universities and colleges. In 18 of these institutions the courses aim to be equal in value and extent to the classical collegiate; in only 4 cases can the degree be gained by 3 years' study, and in one of these the course is soon to be extended to 4 years.

For statistics of the scientific colleges of the State University, see Table X of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding; for statistics of scientific courses in colleges, see Table IX.

## PROFESSIONAL.

Of 12 *theological* seminaries or departments of colleges reporting, 9 present courses extending over 3 years at least and in a majority of cases requiring for admission to the regular course an examination of all not college graduates. Only 9 report the number of students attending, which was 302. Of these 116 had received collegiate degrees. Eight reported 68 graduates in 1881 and 4 had 23 resident graduate students.

The schools requiring three or more years for graduation were Chicago Theological Seminary (Congregational); Presbyterian Theological Seminary, also at Chicago; Blackburn University, Carlinville (Presbyterian); Garrett Biblical Institute, Evanston (Methodist Episcopal); Baptist Union Theological Seminary, Morgan Park; theological department of Lincoln University, Lincoln (Cumberland Presbyterian); and 2 Lutheran institutions: Wartburg Seminary, Mendota, and Concordia College, Springfield. In the theological departments of Shurtleff College, Upper Alton (Baptist), and of Augustana College (Lutheran), the course was limited to 2 years. Another Lutheran school, the Swedish-American Ansgari College, Knoxville, discontinued in 1879 but reorganized in 1880, reports its course of study not yet fixed. Theological or biblical instruction during the college course was given in 4 of the 30 colleges above mentioned, 1 being under the Lutheran, 1 under the Methodist Episcopal, and 2 under the Christian Church.

The 2 seminaries at Chicago received gifts in funds during the year; that of the Congregational Church, \$36,886, for endowment and general purposes; that of the Presbyterian, \$3,382.50, most of it for founding a scholarship.—(Returns and catalogues.)

For further statistics of theological schools, see Table XI of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

*Legal* training is given chiefly in the Bloomington Law School, a department of Illinois Wesleyan University, and in the Union College of Law, Chicago, the latter being under the joint management of the University of Chicago and Northwestern University. In both schools the course of study extends over 2 years of 36 weeks each; neither requires an examination for admission, but in the Union College of Law a good common school education is expected and a knowledge of Latin advised. The two schools had 137 pupils in 1880-'81 and graduated 53. McKendree College, Lebanon, also has a department of law, with a course of 2 years, in which 11 students were engaged during 1880-'81 and 3 were graduated. For further statistics of law schools reporting, see Table XII of the appendix, and for a summary of it, a corresponding table in the report of the Commissioner preceding.

Of 6 *medical* schools, all at Chicago, 3 were "regular," 1 eclectic, and 2 homœopathic. The regular schools are Chicago Medical College (a department of Northwestern University), the Woman's Medical College of Chicago, and Rush Medical College. The 2 first named require an examination for admission of applicants not graduates of some school whose course affords suitable preparation, and at Rush Medical College such an examination will be required after 1883. All present the usual 3 years' medical course, requiring 3 years of study and attendance on 2 courses of lectures; they also offer and advise



a 3 years' graded course, and in Rush Medical College graduates of that course are awarded a certificate of honor in addition to the diploma. Chemical work is obligatory in all, and in the Chicago Medical College the study of medical botany is essential to a degree. In the 2 of these schools reporting statistics there were 235 students and 62 graduates in 1881.

Bennett College of Eclectic Medicine and Surgery, reporting 123 pupils and 52 graduates, and Hahnemann Medical College and Hospital (homœopathic), with 262 pupils and 101 graduates, present a 3 years' course of study; in the former an examination for admission is required, chemical work is obligatory, and a knowledge of medical botany essential to a diploma; in the latter there is no examination for admission; chemical work is obligatory, but the study of medical botany is not. The Chicago Homœopathic College presents a 2 years' graded course of study, but makes no report of students attending in 1880-'81. Women are admitted to both homœopathic colleges and to Rush Medical College, separate provision being made for them in the latter.

The *Chicago College of Pharmacy* had 116 students attending and graduated 21. Four years' experience in apothecary work is required for graduation here, as well as attendance on 2 lecture courses of 5 months each.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Illinois Institution for the Education of the Deaf and Dumb*, Jacksonville, admits youth 10 to 21 who are proper subjects for its care, and furnishes without charge board, tuition, books, and all other necessities except clothing and travelling expenses, and since 1875 even these have been supplied to indigent pupils by the counties to which they belong. Pupils are taught the rudiments of an English education, together with such employments as printing, shoemaking, wood turning, painting, glazing, cabinet work, baking, confectionery, and gardening. The institution owns 46 acres of land; it received \$85,000 from the State in 1880-'81, and gave instruction to 578 pupils.

The *Chicago School for Deaf-Mutes*, opened by the city board of education in 1875, had in 1881 expanded into 5 schools, situated in various portions of the city, in which 55 pupils were enrolled. Four of them were of elementary grade, and embraced only the names of objects, spelling, sentence building, counting, addition, reading, and drawing; an advanced grade, in which were 13 pupils, added grammar, history, and geography. The general assembly in 1881 appropriated \$5,000 for the support of these schools, which it is said will insure their continuance 2 years longer.

For further statistics, see Table XVIII of the appendix; and for a summary of it, see a corresponding table in the report of the Commissioner preceding.

### EDUCATION OF THE BLIND.

In the *Illinois Institution for the Blind*, Jacksonville, blind youths, residents of the State, are provided with board, tuition, washing, &c., without cost. The age for admission to the school is, as a rule, 10 to 21, but trustees have discretion in all cases, and the shop is open to all who can learn a trade. Brush and broom making and the caning of chairs are taught in the mechanical department; in the literary the course of study begins with the alphabet and reaches the higher mathematics. All who show musical taste are instructed in vocal and instrumental music.

### EDUCATION OF THE FEEBLE-MINDED.

The *Illinois Asylum for Feeble-Minded Children*, Lincoln, organized in 1865, had 374 children under instruction and training during 1881. Its object as expressed by law is to promote the intellectual, moral, and physical culture of this class of children, and to fit them, as far as possible, for earning their own livelihood. Pupils from Illinois are supported free of charge, the age for admission being 8-18. They are taught reading, writing, drawing, object lessons, calisthenics, domestic labor, and painting.—(Catalogue, 1880, and return, 1881.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Illinois State Reform School*, Pontiac, is for the education and reformation of boys committed to it by the courts for some offence against the law. They are taught in school 4 hours of the day and kept at work 6. The chief employments are shoemaking and cane seating of chairs, but they also do the household, farm, garden, and laundry work of the establishment. On the expiration of their sentence the State gives them \$5 and transportation home. No statistics are available for 1881.

The *Illinois Industrial School for Girls*, South Evanston, first opened in 1877, receives dependent and neglected girls who are committed to it by the State, and trains them in household and other industries and in the common school branches. No report for 1881.



The *Girls' Industrial School*, Peoria, opened in 1875, a non-sectarian institution sustained by voluntary contributions, trains about 300 children each year, the age of admission being 6 to 15.

## EDUCATIONAL CONVENTIONS.

### ILLINOIS STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual session of the State Teachers' Association was held at Springfield December 27-29, 1881, the president, E. A. Gastman, of Decatur, in the chair. No full report of proceedings has been received, but the published programme embraced subjects of practical interest to teachers. Some of them were to be treated by eminent men and experienced educators, such as His Excellency S. M. Cullom, governor of the State; Benjamin F. Taylor, author and lecturer; Hon. Newton Bateman, president of Knox College, and others.

Governor Cullom's address of welcome showed that he had given careful attention to the educational condition of the State. He expressed his belief in compulsory education, saying that when schools are supported by taxation the State has the right and it is its duty to enforce the attendance of its children, and that Illinois is behind the most advanced States on this question. State Superintendent Slade presented some facts in regard to the schools of the State, indicating progress made and work still to be done.

The weather was favorable for a large gathering, and about four hundred teachers were present. A large proportion of the papers were interesting.

During the session of the association the county superintendents' section of it held three meetings, which were presided over by State Superintendent Slade. Only 20 superintendents out of 102 in the State answered to their names at the first meeting, but the attendance was somewhat greater at a subsequent meeting. Among the subjects under discussion were teachers' institutes; educational columns in county newspapers; county normal schools, their organization, financial support, and course of study; and What can county superintendents do to improve the taste for good literature? A resolution was passed expressing the sense of the meeting that no certificates should be issued to persons under legal age.—(Present Age.)

## OBITUARY RECORD.

### GEORGE A. WILD, B. S.

Mr. Wild, a graduate of the Illinois Industrial University and afterwards curator of the natural history museum, died at Las Animas, Colo., November 12, 1881. Straitened in his early circumstances he maintained himself while at college largely by teaching and practising taxidermy. Subsequently he assisted Professor Ward in Rochester and then returned to the University, where, as curator of the museum and lecturer, his exertions led to the formation of a very complete collection of North American birds. Going to Europe to study under Professor Balfour, of Cambridge, and Professor Huxley, the latter extended to him an invitation to return as a private student, which his failing health prevented him from accepting. On his return from England he went to Colorado in the hope of restoring his health, which had become impaired through overwork, but in this he was unsuccessful, and he died at the age of 27. Throughout his brief but useful life he labored assiduously for the improvement of his pupils and won the respect and esteem of all with whom he associated.—(From a sketch by James E. Armstrong.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JAMES P. SLADE, *State superintendent of public instruction, Springfield.*

[Term, 1879 to 1883.]

Mr. Henry Raab has been chosen to succeed Mr. Slade at the expiration of his term.

## INDIANA.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age (6-21)---	689,010	699,745	10,735	-----
Colored youth of school age (6-21)---	14,548	14,598	50	-----
Whole number of school age-----	703,558	714,343	10,785	-----
White youth in public schools-----	503,267	495,540	-----	7,727
Colored youth in public schools-----	8,016	8,315	299	-----
Whole enrolment, white and colored.	511,283	503,855	-----	7,428
Average daily attendance-----	321,659	306,301	-----	15,358
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
School districts reported-----	9,425	9,640	215	-----
Districts in which schools were taught.	9,383	9,600	217	-----
Districts in which no schools were taught.	42	40	-----	2
Districts with schools for colored youth.	104	124	20	-----
District graded schools-----	339	317	-----	22
Township graded schools-----	153	278	125	-----
Average time of schools in days-----	136	135	-----	1
Public school-houses reported-----	9,647	9,496	-----	151
School-houses built within the year.	359	415	56	-----
Valuation of all public-school property.	\$11,817,955	\$12,024,180	\$206,225	-----
Private schools in public buildings.	509	610	101	-----
Male teachers in such schools-----	200	231	31	-----
Female teachers in them-----	392	441	49	-----
Pupils enrolled in these schools-----	12,112	13,814	1,702	-----
Average daily attendance in them.	8,218	8,221	3	-----
<b>TEACHERS AND THEIR PAY.</b>				
White male teachers in public schools.	7,731	-----	-----	-----
White female teachers in same-----	5,732	-----	-----	-----
Colored male teachers in public schools.	71	-----	-----	-----
Colored female teachers in same-----	44	-----	-----	-----
Whole number, white and colored.	13,578	13,418	-----	160
Average monthly pay of men-----	\$37 20	\$38 40	\$1 20	-----
Average monthly pay of women-----	35 20	33 20	-----	\$2 00
<b>INCOME AND EXPENDITURE.</b>				
Whole receipts for public schools---	\$4,402,850	\$4,480,306	\$77,456	-----
Whole expenditure for them-----	4,491,850	4,528,754	36,904	-----
<b>STATE COMMON SCHOOL FUND.</b>				
Amount of such fund available---	\$9,065,255	\$9,133,606	\$68,351	-----

(Report of Hon. James H. Smart, State superintendent of public instruction, for 1879-'80, and special statistics from Hon. John M. Bloss, State superintendent of public instruction, for 1880-'81.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

For the general administration of public school affairs there is a State superintendent of public instruction, elected biennially by the people. To aid and counsel him in case of need there is a State board of education, of which he is president, the other members being the governor, the presidents of the three chief educational institutions of the State, and the school superintendents of the three chief cities.

For local administration each county has a superintendent, chosen biennially by the assembled township trustees. To consult with him as to text books, courses of study, and other needs of schools there meets semiannually a county board of education, composed of the township trustees and the chairmen of town and city school boards in his county. In each township into which the county is divided there is a township school trustee, chosen biennially by the voters of the township, to locate schools, erect and repair school buildings, supply them with furniture and apparatus, and engage for them duly licensed teachers. In each incorporated town or city which may form another subdivision of a county there is a board of school trustees or school commissioners<sup>1</sup> for essentially the same duties, with reference to whose election, see City School Systems, further on. For each public school not in such towns or cities the taxpayers who have associated themselves to sustain and carry on the school elect annually a school director.<sup>1</sup>

Unmarried women assessed for school taxes may vote for school officers at school meetings.

## OTHER FEATURES OF THE SYSTEM.

The age for free instruction in the State schools is 6 to 21. The number of unmarried youth of such age is annually ascertained through a census taken by the school officers, and none but those listed in this census as resident or domiciled in a city, town, or township are entitled to free school privileges within it for the year, unless by official transfer to it afterwards. Gradation of the schools to any required extent is provided for. Separate schools for colored youth have been the rule, but where these are not established colored children must be allowed to attend the public schools for whites; and where they do exist a colored child that can prove a preparation for higher studies than those taught in the colored schools must be admitted to such higher grade among the whites. The teaching in all public schools must be by persons duly examined and licensed. Teachers are expected to improve their qualifications by attending the institutes for this purpose held monthly in each township and annually in each county. They must also, at the expiration of each school term, make to the proper officer a full report of the attendance, studies, text books, &c., verifying this by affidavit, or forfeit one-fourth of their pay. The studies prescribed include, besides the ordinary English branches, "physiology, history of the United States, and good behavior, and such other branches of learning and other languages as the advancement of pupils may require and the trustee from time to time direct." German is specifically required to be taught when the parents or guardians of 25 or more children in a public school require it. Provision is made for libraries to aid the influences of the schools. Means for maintaining schools come from the interest on a large common school fund, a State tax of 16 cents on each \$100 of taxable property, real and personal, and 50 cents on each taxable poll, with the receipts from liquor licenses and unclaimed fees (all distributed according to school population), and from local taxes, which must not exceed 50 cents on \$100 and \$1 on each poll, for building, furniture, &c., with 25 cents on \$100 and \$1 on each poll for tuition in townships, or 30 cents on \$100 in incorporated towns.

## GENERAL CONDITION.

For the school year 1880-'81 there is no State report, which in Indiana is made biennially in the years of even number. School offices also were in many instances filled by new incumbents. As has often previously been the case under such circumstances, the showing is less favorable than that for the preceding year. Statistics kindly furnished by Superintendent Bloss present, indeed, 215 more reporting districts and 217 more in which public schools were taught; yet, with 56 more school-houses built, there were on the whole 151 fewer reported, but with a higher valuation, amounting to \$206,225. Reports as to public school attendance, too, are not encouraging. Although a decrease in 1879-'80 of 4,543 in youth of school age had been more than doubly made up by an increase reaching 10,785 in 1880-'81, there was not only no proportionate increase of enrolment in the public schools, but a falling off of 7,428, to about the enrolment of two years before; while average daily attendance, which had advanced 9,516 the

<sup>1</sup>This voluntary association of persons for the support and patronage of an individual school is the only approach to a country school district in this State.



previous year, ran down 15,358 in this one, reaching a point below that of three preceding years. The only offset against this diminution in attendance was an increase of 1,702 pupils in the private schools held in public buildings during the recess of the other schools, the daily average attendance in those recess schools about holding its own. Income for schools increased considerably; expenditure as reported seemed to fall off, but in reality was \$36,904 greater, reckoned on the same basis as in the report of the preceding years made to this Bureau for its report of 1880.

#### KINDERGÄRTEN.

The three schools of this class reported at Indianapolis in 1880, with one at Marion, are supposed to be in existence in 1881, though not heard from at the date at which this goes to press. The one at Franklin was closed in 1880. For such as report for 1881, see Table V of the appendix to this report.

### CITY SCHOOL SYSTEMS.

#### OFFICERS.

By a general law the common council of each city must, at its first regular meeting, elect three school trustees for terms of 1, 2, and 3 years, and annually thereafter one for a 3 years' term, in place of the outgoing one. But when a city has 30,000 or more inhabitants the qualified electors of each ward must elect a school commissioner, and the commissioners thus elected, after organizing by the election of a president, secretary, and treasurer from their own number, must determine by lot which three of their number shall hold office for 3 years and which for 2 years, the remainder holding for 1 year. Thereafter persons elected as school commissioners at the annual elections hold for three years each. In either of these cases a superintendent may be employed.

#### STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Evansville .....	29,280	.....	4,968	4,476	127	\$97,705
Fort Wayne.....	26,880	13,897	3,472	2,762	95	63,516
Indianapolis.....	75,056	28,959	12,815	9,065	233	231,453
Jeffersonville.....	9,357	3,448	1,624	1,164	28	18,977
La Fayette.....	14,860	6,474	2,986	1,610	49	46,818
Logansport.....	11,198	3,858	1,887	1,271	33	29,058
Madison.....	8,945	5,283	1,501	1,284	41	28,754
New Albany.....	16,423	.....	.....	.....	.....	.....
Richmond.....	12,742	.....	.....	.....	.....	.....
South Bend.....	13,280	4,705	1,924	1,259	36	25,037
Terre Haute.....	26,042	8,846	4,310	3,147	81	55,726
Vincennes.....	7,680	3,807	1,102	812	18	15,000

α In 1880.

#### ADDITIONAL PARTICULARS.

*Evansville* in 1880-'81 had 13 school buildings, with 57 rooms for primary grades, 38 for grammar, and 10 for high, the sittings in these sufficing for 5,000 children, a little more than the enrolment for the year. The schools were taught for 198 of the 200 school days in the year, music and German entering into the instruction given and special teachers being employed for these. The valuation of public school property is not given, nor is the enrolment in other than public schools.—(Return.)

*Fort Wayne* had 9 buildings, 8 of them for primary, intermediate, and grammar schools, and 1 for high, all affording seats for 3,788 pupils and valued at \$225,150, with their sites, furniture, apparatus, and library. A city normal school, with 9 pupils, under 3 instructors, was apparently housed also in one of these buildings, while in 14 other buildings, with 45 rooms, were seats for 3,100 pupils in private or parochial schools, making a total of 6,888 seats for 6,472 enrolled pupils, of whom 4,962 were reported in average daily attendance. Music, drawing, and penmanship, under special teachers, continued to be taught in the public schools; but, from some cause unexplained, the enrolment in these schools was 69 less and the average daily attendance 55 less than in 1879-'80, though the youth of school age were 353 more.—(Return.)

*Indianapolis*, with an increase of 2,930 in youth of school age, added in 1880-'81 only 309 to its public school enrolment and 218 to the enrolment in other schools, while in its public school buildings (1 less than in 1879-'80 and rated at \$72,044 less) there was accommodation for 915 more. Average daily attendance in these schools was, however,



better by 140. Increased continuance of attendance, too, was noticeable, observations carried through three years showing in that time a growth of 23 per cent. in the number 13 years of age continuing to attend, of 38 per cent. among those 14 years of age, and of 50 per cent. among those 15 years of age. In the high school the number over 16 had risen from 292 in 1879 to 444 in 1881. In this school the plan of dividing the daily sessions has been tried with good results, one-half the pupils coming in the morning to recite and going home for further study, and the other half coming in the afternoon. A half day session in all the schools during the last two weeks of the school year was also tried with manifest advantage. The public library under the care of the school board continued to be a great aid to the educational work in the schools, containing for the year 31,627 volumes and 3,268 pamphlets of well selected reading matter, and affording to 20,338 registered borrowers a total of 206,112 books drawn, besides a large use of papers and periodicals by an average of 330 daily visitors of the reading room. Instruction in music, drawing, and German, under special teachers, was continued in the schools, as was instruction in scientific methods of teaching, in a city normal school; but no evening schools appear.—(Report for 1880-'81.)

*Jeffersonville.*—No information for 1881 has been obtainable from this city up to the time at which this matter goes to press.

*La Fayette,* in 6 school buildings valued at \$168,000, with 44 rooms for study and recitation and 6 for recitation only, reports for 1881 an enrolment of 2,986 pupils and 1,610 in average daily attendance. The evening schools occupied 3 rooms. In other than public schools there were about 1,200 pupils. In the public schools drawing and penmanship were under the charge of special teachers.—(Return.)

The schools of *Logansport* were housed in 7 buildings (1 more than in 1880 and seating 115 more pupils), having 30 rooms for study and recitation in primary, grammar, and high school grades, and 3 for recitation only, the pupils being 1,198 in the first, 613 in the next, and 76 in the high, with an average attendance respectively of 792, 422, and 57. Pupils in other schools, 790. In the city schools music was taught by a special teacher.—(Return.)

*Madison* reports 7 school buildings, rated at \$80,500, giving ample accommodation for the 1,501 pupils enrolled and 1,284 in average attendance. The reported enrolment in private and church schools was less by 250 than in 1879.—(Return.)

*New Albany.*—Nothing from this city has come to hand in time for this report.

*Richmond.*—This city has also failed to present any report of school statistics for 1881.

*South Bend* began 1880-'81 with its 7 school buildings put in good condition, the sittings in them more than doubled since the previous report, and the valuation of them raised from \$107,000 to \$131,350. The high school appears to have been especially benefited by the alterations made, having had an additional story of its fine building fitted up. In all the buildings there were 30 rooms for study and recitation, with 2 for recitation only, affording in their 2,050 sittings ample room for the 1,924 pupils enrolled and more than enough for the 1,259 in average attendance. The schools were classed as primary, intermediate, grammar, and high. The course, in which drawing was optional, covered 12 years, 4 of them in the high school, where German, taught by a special teacher, might be substituted for Latin, no Greek entering into the studies. A good reference library for this school was among the improvements of the year. In other than public schools 570 pupils were reported.—(Report and return.)

*Terre Haute* made some additions to its rooms and teaching force, having 73 more sittings and 3 more teachers than in 1879-'80, and in its 11 school buildings 69 rooms for both study and recitation, with 12 for recitation only. The sittings numbered 3,754, somewhat more than sufficing for the average enrolment. There was an average of nearly 45 pupils to a teacher. The course covered 12 years or grades, and promotions were made from grade to grade whenever the monthly examinations showed ability to take advanced work, though ordinarily these were made at the close of the year on the results of all the examinations. Of the former class there were 164; of the latter, 2,856, of which 181 were conditional, and 2,675 on an average of 80 per cent. or more of success in examination. Classes in German enrolled 772 pupils during the year, of whom 419 were of German parentage, while 202 of such parentage did not study it in school. Five teachers of German were employed, including the principal of the high school, and 1 teacher of vocal music for all grades. Of the 81 teachers employed 42 had been educated in the city high school. The teachers met once a month to compare amounts of work accomplished and to consider methods of teaching; the principals, twice a month to discuss questions of school management and to compare results of plans adopted from time to time.—(Report and return.)

*Vincennes,* in 4 school buildings, valued at \$47,000, with 20 rooms for both study and recitation and 2 for recitation only, had 990 sittings for the 1,102 pupils enrolled during the year and the 812 in average attendance. The usual division into 12 grades appears, with music and German taught by special teachers. In 11 schools other than public 550 pupils were reported.—(Return.)

## TRAINING OF TEACHERS.

## STATE NORMAL SCHOOL.

The Indiana State Normal School, Terre Haute, opened for instruction in 1870, endeavors to prepare teachers for their work by a thorough review of the branches taught in common schools, and careful training in the science and art of teaching. Its courses can be completed in from 3 to 9 terms, according to the preparation and capacity of the student and the grade for which he wishes to prepare. A revised course is presented in the register of 1880-'81, giving greater prominence to strictly professional lines of training and to the study of the natural sciences, and making some acquaintance with music an essential to graduation. The average enrolment was 336 in 1881, against 53 in 1870. The number of normal students, exclusive of duplicate enrolments, was for the year 588, under whom were 197 pupils in a model training school. Graduates in 1881, 24.

## OTHER NORMAL SCHOOLS.

Three private schools undertake to prepare persons acquainted with elementary English studies for teachers' work in the ordinary schools, granting a teacher's diploma in 1 year; for instruction in the higher mathematics, the natural sciences, &c., with the degree of bachelor of science, in another year; and for instruction in psychology, logic, and such classics as Horace, Livy, Tacitus, Æschylus, and Sophocles, with the degree of bachelor of arts, in a third year. These are the *Northern Indiana Normal School and Business Institute*, Valparaiso; *Central Normal College and Commercial Institute*, Danville; and *Central Indiana Normal College and Business Institute*, Ladoga; the first named opened for instruction in 1873, the other two in 1876. Two others, the *Southern Indiana Normal School*, Paoli, and the *Southern Indiana Normal College*, Danville—the former opened in 1875, the latter in 1880—show in their latest circulars and returns substantially the same courses as the three preceding and a disposition to follow the same plan. The *Northern Indiana* reported for 1880-'81 no less than 2,100 normal pupils; the whole 5 schools enrolled 3,006, of whom 235 were graduated, 139 received degrees, and 149 engaged in teaching. For separate statistics, see Table III of the appendix.

Only 2 city normal schools appear, that of the city of Indianapolis, opened in 1866, and the training department of the Fort Wayne public schools, opened in 1867. Both take applicants for the position of teacher that have received a high school education or its equivalent, and give them instruction in the science of teaching and in methods, with practice in a model school under critic teachers; the course at Indianapolis covers one year and a half; at Fort Wayne, one year. The former school had 20 pupils in 1880-'81; the latter, 9, a principal having charge in each case, with critic assistants.

In several counties summer normal schools were held for several weeks under two or more instructors and enrolling fifty to one hundred and fifty pupils; but no full list of these schools appears. In Indianapolis a summer school of elocation for training teachers in reading and expression was held, and in the same city Dr. William T. Harris, late superintendent of schools at St. Louis, delivered a series of lectures on pedagogics, repeating these at the State Normal School, Terre Haute, in its spring session and at the State University in the autumn.

Normal courses, sometimes separate from the regular course, sometimes connected with it in the spring, appear in the latest catalogues of Bedford College, Bedford; Wabash College, Crawfordsville; Fort Wayne College, Fort Wayne; Union Christian College, Merom; Moore's Hill College, Moore's Hill; Earlham College, Richmond; Ridgeville College, Ridgeville; and Hartsville University, Hartsville. Only 4 of these—Wabash, Union Christian, Earlham, and Moore's Hill—report the students in normal courses in 1880-'81, the total in the 4 being 81.

## TEACHERS' INSTITUTES.

These brief normal schools are required by State law to be held at least once a year in each county by the county superintendent, and during the sessions of the public schools at least one Saturday of each month in every township, under an instructor designated by the township trustee. During the sessions of the former, the county schools are closed to enable the teachers to attend the institute; during those of the latter, the teachers of the township must attend or lose a day's pay for each day's absence, unless prevented from attending by sickness. The State superintendent visited within the year 1880-'81 the institutes in about 40 counties.

## EDUCATIONAL JOURNALS.

Further aid in the full training of teachers for their work has been given for many years by the *Indiana School Journal*, Indianapolis, which entered on its twenty-sixth volume, January, 1881; and more recently by the *Normal Teacher*, Danville, and *School Education*, Terre Haute, the former of which was in its third volume, the latter

in its second in that year. All contain many articles on methods of teaching and on the means of reaching the highest success in government, discipline, and good feeling in the schools.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Although in this State the gradation of schools is abundantly provided for, no express authority is given for the establishment of high schools. They exist, however, because of a popular demand for them, as higher departments of graded schools in the chief towns and cities, about 40 appearing in some years in the news notices of the *Indiana School Journal*. Inquiries instituted in 1878 by State Superintendent Smart brought out reports from 32, with 78 teachers and 2,784 pupils. Where established the current testimony respecting them is that they serve important purposes by preparing the children even of the poorest for the higher grades of work and pay, by training teachers for the schools, and by exerting a healthful, stimulating influence on the children in the lower classes. All the cities reporting for 1880-'81 indicate the possession of high schools, but only 5 give the statistics of teachers, enrolment, and average attendance in them, as follows: Fort Wayne, 6, 171, 160; Indianapolis, 14, 640, 512; Logansport, 3, 76, 57; South Bend, 5, 137, 107; Terre Haute, 6, 248, 198; in all, 34 teachers, 1,272 enrolled pupils, and 1,034 in average attendance daily.

### OTHER SECONDARY SCHOOLS.

For detailed statistics of business colleges, private academic schools, and preparatory schools of universities and colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of the statistics of these several kinds of schools, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Indiana University, Bloomington, admits without examination the graduates of approved high schools in the State, women as well as men, on certification by the superintendent of such schools that the candidates have satisfactorily completed the prescribed preparatory course of study. This preparatory course does not include Greek. Once entered, the student has his choice between three collegiate courses, one in ancient classics, leading to A. B.; one in modern classics, leading to LIT. B.; and one in science, leading to S. B.; each course covers 4 years.

The other collegiate institutions having full courses of 4 years in 1880-'81 were Butler, Hartsville, Indiana Asbury, and Notre Dame Universities and Franklin, Earlham, Hanover, Moore's Hill, Ridgeville, Union Christian, and Wabash Colleges. Statistics of all these may be found in Table IX. Bedford College, Bedford, long struggling with pecuniary difficulties, is understood to have been closed in 1881 for want of funds. Fort Wayne College was, at the latest advices, only in the beginning of its full collegiate work. St. Meinrad's College presented for 1880-'81 a course that was only up to the standard of a fair preparatory school. All save these showed 4 years' scientific or philosophical courses, as well as classical; 3 had English courses, 1 of them of 3 years, the other 2 of 4 years; all but 1 had means of instruction in music or elocution, 4 in drawing, 3 of these in painting also, 5 in studies preparatory to business, and 6 in those preparatory to teaching, while all taught modern languages and 2 included Hebrew. Notre Dame University had also a preparatory medical course, and Butler University continued to have as one of its departments the Medical College of Indiana. Law was taught at Indiana Asbury and at Notre Dame. For detailed statistics of these colleges, see Table IX of appendix; for a summary of these statistics, the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The schools especially for this work were, in 1881, the Female College of Indiana, Greencastle (Presbyterian); Moravian Seminary for Young Ladies, Hope; De Pauw College for Young Women, New Albany (Methodist Episcopal); and St. Mary's Academic Institute, St. Mary's (Roman Catholic); the first and third with well defined classical courses of 4 years, the third having also a scientific course of 3 years; the courses of the others less definite, but apparently of fair grade. For statistics, see Table VIII of the appendix; for a summary of these, a corresponding table in the report of the Commissioner preceding. Of the 15 colleges for young men before mentioned, 11 admit women to their advantages, so that 15 in all are open to the sex in this State, besides the State scientific school, now to be noticed.—(Catalogues and returns.)



## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

While Indiana University and 11 of the other colleges afford scientific instruction, Purdue University, La Fayette, continued in 1881 the one school especially devoted to scientific instruction for this State. This instruction it gave (1) in a college of general science, which had scientific, agricultural, and mechanical courses, each of 4 years; (2) in five special schools, of agriculture and horticulture, of mechanics, of industrial art, of chemistry, and of natural history, each of 2 or 3 years. Preparation for these courses was made in a university academy, with a course of 2 years. A school of mechanical and civil engineering was to be organized in 1882. As far as can be judged from the details given, the instruction seems to be eminently practical. Modifications looking to greater effectiveness were made within the year.—(Seventh annual register.)

## PROFESSIONAL.

*Theology* in 1881, as previously in this State, continued to be taught mainly as an auxiliary accompaniment of collegiate courses. The exceptions were at Union Christian College, Merom (Christian), and St. Meinrad's College, St. Meinrad's (Roman Catholic). In these there were special separate departments for theological study, each with a course of 3 years; that in the former uniting some higher school studies with Scripture reading and interpretation, rational and systematic theology, church history, &c.; that in the latter following a comparatively low collegiate course and embracing essentially the same subjects, with canon law. The other schools with some instruction designed to prepare partially for ministerial work were the biblical department of Butler University, Irvington (Christian), the ministerial department of Indiana Asbury University, Greencastle (Methodist Episcopal), and probably the Hebrew departments of Moore's Hill College, Moore's Hill (Methodist Episcopal), and of Notre Dame University, Notre Dame (Roman Catholic). The theological training for which Concordia College, Fort Wayne (Evangelical Lutheran), is meant to prepare is not given in Indiana, but in a Practical Preachers' Seminary, Springfield, Illinois, or at the Evangelical Lutheran Preachers' Seminary, St. Louis, Missouri. The 4 years' ministerial course at Bedford College, Bedford (Christian), is believed to have been suspended in 1881 with the other work of the college.—(Catalogues and returns.)

For any reported statistics of theological schools, see Table XI of the appendix.

*Law* was taught by 6 professors in a 2 years' course at Notre Dame University, Notre Dame, a good English education being required for admission and classical training earnestly recommended, the opportunity for it being offered in the university during the law course. There were 60 students in 1880-'81. Indiana Asbury University, Greencastle, in the autumn of 1881 organized a department of law with 5 professors and a course of 2 years, enrolling 12 students for the first year. A law course of 2 years also existed at the Northern Indiana Normal School, Valparaiso. See also Table XII of the appendix.

*Medicine*, after the "regular" form and according to the standard of the American Medical College Association,<sup>1</sup> was taught by the Medical College of Evansville, the Medical College of Fort Wayne,<sup>2</sup> the Medical College of Indiana, Indianapolis (a department of Butler University, Irvington), and the Central College of Physicians and Surgeons, also at Indianapolis. The Medical College of Fort Wayne and the Central College went a little beyond the requirement of the American Association, each offering and recommending a 3 years' graded course, in place of the regular one of 2 years. Courses preparatory to regular medical study were advertised for 1880-'81 in the Central Normal College, Danville; Northern Indiana Normal School, Valparaiso, and Notre Dame University, Notre Dame.

Besides the above, there was at Indianapolis instruction after the eclectic form in the Indiana Eclectic Medical College, the full course in which is not distinctly shown in any report or return to this Bureau, and the status of which is in some doubt from the fact that a committee of the National Eclectic Medical Association in the summer of 1881 recommended that its recognition be deferred, and that this recognition was at last given against at least one strong protest.

*Dentistry* received attention in the Indiana Dental College, Indianapolis, which required a preceding pupillage of 2 years under a competent practitioner, evidence of a good common school education, an attendance on 2 lecture courses of 5 months each, and the passing of a satisfactory final examination. Women are admitted.

<sup>1</sup> This requires three years of study under a regular preceptor, attendance on two full lecture courses of not less than twenty weeks each in the seven principal branches of medicine and surgery, and the passage of a personal examination on all these before the faculty, with evidence of good moral character and full age.

<sup>2</sup> Not to be confounded with the Fort Wayne College of Medicine, another institution in the same place which was refused admission to the American Medical College Association in 1880 on moral grounds.



For statistics of medical and dental schools, separately given, see Table XIII of the appendix; for a summary of them, a corresponding table in the report of the Commissioner preceding.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB.

The Indiana Institution for the Education of the Deaf and Dumb, Indianapolis, reports for the year ending October 31, 1881, instruction in the manual alphabet and signs, as well as in the printed and written alphabets, with a fair course in common school branches, in scriptural studies, and in such industries as cabinet and shoe making and chair caning. Articulation was taught. For the benefit of pupils wishing to qualify themselves for teaching, a high class, with 3 years' study in the sciences following the 7 primary years, had been organized. The number of teachers for the year was 18, of whom were 6 semi-mutes; number of pupils 405, of whom 61 were either graduated, dismissed, or otherwise disposed of, leaving 344; total number since the foundation of the school, 1,395.—(Report and return.)

#### EDUCATION OF THE BLIND.

In the Indiana Institution for the Education of the Blind, Indianapolis, were 10 instructors, 4 other officers, and 15 employés for 1880-'81, with 127 pupils during the year, of whom 119 were present at the close. The usual occupations to fit the blind for self support were taught, as well as the elementary common school studies and some of high grade, to prepare for teaching. Pupils trained since the foundation of the school, 672.—(Return.)

#### EDUCATION OF THE FEEBLE-MINDED.

The Asylum for Feeble-Minded Children, under the direction of the State, at Knightstown, had for 1880-'81 a total of 89 such children on its roll at the opening of the spring term, of whom 1 was transferred to the adjoining home for soldiers' orphans and 6 returned to friends before the conclusion of the year, leaving 82 under 8 teachers. Of the whole number, 50 boys and 27 girls were engaged during the year in three grades of school studies under 4 teachers, the studies ranging from articulation, colors, form drawing, and counting, up to reading, writing, arithmetic, geography, &c. When not in school the children were under the constant care of other attendants, by some of whom, under the supervision of a matron, they were instructed in useful industries. Moral training was also provided for.—(Report and return.)

#### EDUCATION OF ORPHANS.

The *Soldiers' Orphans' Home*, Knightstown, connected with the asylum just mentioned, enrolled for the same year 170 children, of whom 13 were taken by friends, 17 provided with homes, and 8 failed to report, leaving 132. These were instructed in the ordinary English branches of study, beginning with Kindergarten work and reaching to United States history, with such industries as were appropriate to their sex and age.—(Report and return.)

The only other home or school for orphans reported was one at Jeffersonville called the *Orphans' Home*, which appears to have had a new building erected for it in 1880-'81 and to have enrolled 34 children, 4 of whom were provided with homes during the year and 1 sent to the State Reformatory, leaving 29. Some "training" is referred to in the report received, but whether in school studies or industries is not indicated.

#### REFORMATORY TRAINING.

The reformatory department of the *Indiana Reformatory Institution for Women and Girls*, Indianapolis, which in 1879-'80 reported 140 pupils in its school under training in useful industries and in common school studies, makes return for 1880-'81 of 115 under training in general household duties, sewing, knitting, laundry work, and cane seating.

The *Indiana House of Refuge for Juvenile Offenders*, Plainfield, which cares for boys, as the other does for girls, had, according to a return, 356 inmates in 1880-'81, of whom 157 were received during the year and 167 discharged. The training while in the institution was in common school studies, farming, gardening, baking, tailoring, shoemaking, and chair making. A large number of the boys have not been committed to the house because of crime or fault, but simply from lack of guardianship.

#### HOMES FOR TRAINING PAUPER CHILDREN.

With a view to protect from evil association the children often consigned to the poor-houses in the several counties, a number of benevolent ladies have secured from the civil authorities permission to gather such children into county homes in order more effectively to train them in useful industries, in connection with school studies, and to bring them

under good matronly and family influences. Three such homes had been put in operation up to November, 1881, with fair prospects of successful working, and more were contemplated.

### EDUCATIONAL CONVENTIONS.

#### STATE CONVENTION OF COUNTY SUPERINTENDENTS.

The session of this body for 1881 was held June 28 in the hall of the high school, Indianapolis, 54 superintendents being present. The first thing considered, after a brief inaugural address, was a proposition from the trustees of the State University that an effort be set on foot to unify more fully the school system (1) by grading the district and town elementary schools and graduating pupils from them into the high schools of each county; (2) by arranging, for high schools not at present commissioned to send their pupils to the university, such a system of examinations as might secure a home determination of their qualifications for admission to the freshman class. It was thought by the trustees and urged on the association that such a system of gradation and promotion wisely conducted would give an additional and important link of connection between the State schools and the university, and would encourage a more extensive preparation for the higher forms of education. The suggestions made are said to have met with cordial welcome, but it was thought wisest to postpone till the next meeting any decisive action on the plan, except as respected a uniform course of study consisting of 5 grades, for county common schools, which was arranged for.

The subject of school visitation was next presented and discussed, all agreeing as to its importance as a means of stimulating and improving teachers and raising the standard of the schools, but many differing widely as to the length of an effective visitation, the frequency with which it should be repeated, and the question whether preliminary notice of it should or should not be given.

As to the time of holding township institutes there appears to have been a difference also, but a plan and manual for county institute work, presented by State Superintendent Bloss and recommended by Ex-Superintendent Smart and others, was heartily welcomed and resolutions advocating its use were passed.—(*Indiana School Journal*, July, 1881.)

#### STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual convention of the teachers of the State was held in the hall of the board of trade, Indianapolis, December 27-29, 1881, Mr. H. B. Jacobs, superintendent of schools of New Albany, presiding. Governor Porter delivered an impressive address of welcome, fully acknowledging the influence that trained teachers have come to exercise and suggesting means by which that influence may be increased. The president dwelt on the progress made in school systems, schools, and teaching within 20 years, but said that, while Gail Hamiltons and Grant Whites could still find so much to criticize, it must not be supposed that perfection had been reached or that reforms at some points were not needed. Superintendent T. J. Charlton, of the State Reform School, Plainfield, read an interesting paper on the "Management of bad boys," in which he dwelt on the need of judicious compulsion to secure education for all children as one great preventive of wrong doing, and on the further need of a reformatory training, firm, mild, and kind, to bring back to right paths youth who have gone astray. J. Warren McBrown, superintendent of the schools of Covington, admitting all this, said that one thing more must be added, that is, such a power of personality as would not only win children to the school, but also command them and control them there. Subsequently the teaching of temperance was urged by Mrs. Mary H. Hunt, of Boston, and to some extent seconded by Mr. L. H. Jones, of the Indianapolis Normal School, on the ground that as a question of morals and of health it merited specific introduction as much as physiology and as far as there might be time for it. The qualifications of teachers next came up for review, and here the need not only of a thorough training, but of a practical one, including the science and art of teaching, with practice in a model school, was discussed by State Commissioner De Wolf, of Ohio, Professor Mickleborough, of the Cincinnati High School, and others. Professor W. R. Houghton, of the State University, then read a paper on "The unification of the public school system," containing substantially the ideas presented at the superintendents' convention. A minute of respect for the late Dr. William D. Henkle, of Ohio, and of high estimate of his educational services in Indiana was then read and adopted, after which Miss A. K. Huron presented a paper on "The relation of school and home," in which were these pregnant sentences: "He serves the future best who best cares for the present of the children. The lives of the children of to-day will be what the homes and the schools of to-day make them. The authority of the home and the school disregarded, the rights of society and the laws of the country are defied. Homes teeming with ignorance and vice are the origin of most of the great crimes that crowd the columns of the daily papers. The relation of the school to such homes must be that of reformer. Not less of books, but more of ques-

tions of every day living, of general culture, of right motives for action, should be taught. Only truly happy homes can result in good citizens."

Resolutions against political and sectarian influences in the common schools and in favor of making merit only the test of fitness for position in these schools were then passed, with others calling for the fullest training possible for every teacher, and for instruction of the pupils in the bad effects of opium, alcohol, and tobacco on the system. The session then closed.

#### SOUTHERN INDIANA TEACHERS' ASSOCIATION.

This offshoot from the State Teachers' Association, at its fourth meeting, March 16-18, at Lawrenceburg, discussed such topics as "The defects of our common schools and the necessary remedies;" "Improvement in the course of studies in the public schools," a plea for unifying the classification, grading, courses, text books, and aims of all throughout the State; "Authors" as a side study, especially on the birthdays of those most worthy of attention; "Near-sightedness," and "Tact." Space for full report is wanting.

#### INDIANA COLLEGE ASSOCIATION.

At the fourth annual meeting, held in Indianapolis December 26 and 27, 1881, the first business presented was a question whether the State College Oratorical Association could not be induced to hold its annual exercises at a time that would not break in on the regular work of the colleges. Referred to a committee, a report was made in favor of a change which would bring the annual meeting and contest into the Christmas holidays and make it coincident with the meetings of the College Association and State Teachers' Association. The meeting, proceeding with its general programme, took up and discussed "Methods of science," in respect to which inductive methods, with careful observation of natural objects, and microscopical and laboratory work, with but slight use of text books, were generally urged. The means of improving the colleges of Indiana as to their moral atmosphere, their curricula of study, their modes of teaching, and the subsequent relation of graduates to their alma mater next came up, and then "Coördination of college studies." As to this last, it was urged that high schools should not ape collegiate aims, that colleges should not try to be universities, that studies should be selected which combine information and mental drill and tend to cultivate all the faculties, that for students looking to professions there should be studies looking towards these, and that the number of studies should not be too great. An excellent tentative programme of a combined classical, scientific, and philosophical course was presented. Then came "College ethics," which was largely and practically discussed; then "The college and the commonwealth;" and then election of officers and adjournment.

#### CHIEF STATE SCHOOL OFFICER.

Hon. JOHN M. BLOSS, *State superintendent of public instruction, Indianapolis.*

[Term, March 15, 1881, to March 15, 1883.]



## IOWA.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)-----	586,556	594,730	8,174	-----
Enrolled in public schools-----	426,057	431,513	5,456	-----
Per cent. enrolled on school population.	72.6	72.4	-----	0.2
Average attendance-----	259,836	254,088	-----	5,748
Per cent. of attendance on enrollment.	60.9	58.8	-----	2.1
Number attending private schools..	12,724	15,098	2,374	-----
SCHOOL DISTRICTS AND SCHOOLS.				
District townships-----	1,162	1,161	-----	1
Independent districts-----	3,192	3,178	-----	14
Subdistricts-----	7,668	7,808	140	-----
Public graded schools-----	498	503	5	-----
Ungraded schools-----	10,590	10,741	151	-----
School-houses of brick or stone----	927	938	11	-----
Whole number of school-houses----	11,037	11,221	184	-----
Average time of schools in days----	148	148	-----	-----
Value of school-houses-----	\$9,243,243	\$9,533,493	\$290,250	-----
Number of private schools-----	129	137	8	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools----	7,254	6,546	-----	708
Women teaching in public schools----	14,344	15,230	886	-----
Whole number of teachers-----	21,598	21,776	178	-----
Average monthly pay of men-----	\$31.16	\$32.50	\$1.34	-----
Average monthly pay of women----	26.28	27.25	.97	-----
Teachers in private schools-----	474	522	48	-----
Teachers' institutes held-----	99	98	-----	1
INCOME AND EXPENDITURE.				
Total receipts for public schools----	-----	\$5,006,024	-----	-----
Total expenditures-----	-----	5,129,819	-----	-----
STATE SCHOOL FUND.				
Permanent school fund-----	\$3,484,411	\$3,547,124	\$62,713	-----

(From reports and returns of Hon. C. W. von Coelln, State superintendent of public instruction, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

The general supervision of public schools is intrusted to a State superintendent, elected by the people in each odd-numbered year.<sup>1</sup>

<sup>1</sup>For the State University there is a board of 15 regents; for the State Normal School, a board of 6 directors. Both boards are chosen by the legislature, except 3 ex officio members of the board of regents. There are also boards of trustees of a State college for the blind, a State institution for deaf-mutes, a State reform school, and one for the feeble-minded.



Local supervision is carried on by a county superintendent of schools for each county, a board of directors for each township and each independent district into which a township may be divided, and a subdirector for each subdistrict into which a township may be cut up, these subdirectors together forming a township board for the management of school funds.

By a law of 1876 women are eligible to any school office, and from 1882 one woman is to be a member of a State board of examiners, which begins its work in that year.

#### OTHER FEATURES OF THE SYSTEM.

District, subdistrict, graded, and high schools, a State normal school, normal institutes, a State university, reform schools, institutions for the blind, the deaf and dumb, and the feeble-minded, are included in the State school system. The ordinary schools are free to all of school age resident in the district in which they are held.<sup>1</sup> Schools must be taught in each subdistrict for at least 120 days in each year. During the sessions of the normal institutes held annually in each county the schools are generally closed. All who design to teach are expected but are not required to attend these institutes, and, to be legally employed, must receive certificates of qualification. They must keep a daily register and report at the close of the school year to the secretary of the local board, he to the county superintendent, and he to the State superintendent. The Bible must not be excluded from any school, nor must any pupil be required to read it if forbidden by parents or guardians. Pauper children in almshouses receive a special appropriation for their instruction in the adjacent schools.

Public schools are sustained from the income of a State school fund; by county taxes of 1 to 3 mills on \$1; and by district taxes, which may not in ordinary districts exceed 10 mills on \$1 for a school-house fund and \$5 a pupil for a contingent fund; the amount raised for the teachers' fund, including the semiannual apportionment, shall not exceed \$15 a pupil.<sup>2</sup>

#### GENERAL CONDITION.

An increase of 8,174 in youth of school age was more than met by an increased enrolment of 5,456 in public schools and of 2,374 in private schools, yet in average attendance on the public schools there was a falling off of 5,748, being a decrease of 2.1 per cent. Of district townships there was 1 less than in 1879-'80, with 14 fewer independent districts, while in subdistricts there was a gain of 140, in public graded schools of 5, and in ungraded schools of 151. School-houses were 184 more in number, with an increase in value of school property of \$290,250. While there were 708 fewer male teachers there were 886 more female, being in all a gain of 178, the monthly pay of men increasing \$1.34 and that of women 97 cents. Private schools numbered 8 more, the teachers in them 48 more, and the pupils 2,374 more. The State school fund gained \$62,713. The superintendent reported an encouraging improvement in the school work. Some greater permanency in engagements with teachers is perceived, and the suggestion is made that practical industrial education be connected with drawing in the schools and be aided by summer schools for specific industrial instruction. The problem of compulsory education was mentioned, and the conviction expressed that in some of the larger cities separate schools for truant and vagrants should be established, to combine educational and reformatory training.—(State report.)

#### KINDERGÄRTEN.

Of 3 Kindergärten reported in 1879-'80 at Boone, Cedar Rapids, and Des Moines, only the last has reported for 1880-'81 at the time at which this goes to press. In this there were 2 assistants, the conductor, and 30 children from 4 to 7 years of age, attending 3 hours daily. The training was in elementary studies, sewing, drawing, slat work, and modelling, with the folding, cutting, pasting, weaving, and interweaving of paper strips, &c.

In the State school report 3 other Kindergärten are noticed: 1 at Council Bluffs, with a principal, statistics of attendance not given; 1 at Dubuque, with 2 teachers and 20 pupils; and 1 at Manchester, with a single teacher and 60 pupils.—(Report.)

For statistics of any reporting to this Bureau, see Table V of the appendix.

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

By a general law these, except in specially chartered cities, consist of directors of 6 members, elected by the people for terms of 3 years, 2 to be changed each year. The directors elect a president from their own number, but the secretary and treasurer must be chosen from outside. Superintendents are appointed by the city board.

<sup>1</sup> Children residing in one district may attend school in another on such terms as may be agreed on by the respective boards of said districts.

<sup>2</sup> Independent districts may levy a tax not to exceed 10 mills on \$1 for grounds and buildings for their schools, for the payment of debts contracted in erecting such buildings, and for procuring a library and apparatus for the schools.

## STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Burlington.....	19,450				59	
Cedar Rapids.....	10,104	3,366	2,146	1,797	38	\$39,271
Clinton.....	9,052	3,292	1,780	1,183	31	16,803
Council Bluffs.....	18,063	5,501	2,007	1,376	41	61,628
Davenport.....	21,831	9,309	4,558	3,179	79	66,195
Dubuque.....	22,254	10,074	3,720	2,565	71	60,405
East Des Moines.....	8,403				24	
Keokuk.....	12,117	4,585	2,400	1,892	52	
Muscatine.....	8,295	2,800	1,500	1,400	34	21,197
Ottumwa.....	9,004	2,700	1,730	1,135	27	21,905
West Des Moines.....	14,005				42	

## ADDITIONAL PARTICULARS.

Schools of all the following cities were classed in 1880-'81 as primary, grammar, and high, except those of Muscatine, which had in addition an intermediate division between the primary and grammar. Davenport had a normal department connected with its high school.

*Burlington* had 12 public schools in session 10 months; employed 3 male teachers, at an average monthly salary of \$100, and 56 female teachers, at an average of \$40.09.

*Cedar Rapids*, for its school population of 3,366, had 8 school buildings, with 2 rooms for recitation, 25 for its primary schools, 10 for its grammar, and 1 for its high school; these afforded 1,869 sittings for study; value of school property, \$98,000. The 38 teachers employed were all females. On an enrolment of 2,146 there was an average daily attendance of 84 per cent. during a session of 179 days. No special instruction appears to have been given. A private school enrolled 150 pupils.—(Return.)

*Clinton* employed for its public schools 30 female teachers, at an average monthly salary of \$45, and 1 male teacher, at \$50. Schools were in session 9½ months and enrolled 54 per cent. of the school population; 66 per cent. of those enrolled were in average daily attendance. One special teacher in penmanship was employed. The attendance suffered from the prevalence of epidemics. Of the 40 pupils who usually enter the high school each year nearly one-third finished the full course of 4 years.—(Tenth annual report.)

*Council Bluffs*.—The 10 school buildings reported in 1878-'79 appear to have given place to 3 larger ones reported in 1880-'81 (among them one erected during the year, at a cost of \$35,000). The school property was valued at \$141,300, an increase of \$21,300. These 3 buildings furnished 29 rooms for the primary schools, 9 for the grammar, and 1 for the high school, having 1,535 sittings, besides 2 rooms for recitation. There were 6 different schools in session for 195 days, taught by 2 male and 39 female teachers. A Kindergarten, with 70 pupils under 6 years of age, was opened during the year and added to the public schools. The principal was paid \$600 a year and her assistant \$250. Enrolment in private and parochial schools, 301.—(State report and return.)

*Davenport* had for its 11 different schools 13 buildings, containing 83 rooms, of which 45 were for the primary, 21 for the grammar, 3 for the high, and 1 for the normal school, while 13 were for recitation only. Of the 76 teachers 69 were females. There were also 10 special teachers of German employed, at salaries of from \$400 to \$650 a year. Special teachers in drawing and penmanship were also employed, at salaries of \$800 each. Two evening schools, with an enrolment of 222, had 106 in average daily attendance. The day schools were in session 188 days. School property was valued at \$291,200. No private schools reported.—(State report and return.)

*Dubuque*, for its school population of 10,074, had 8 public schools and 9 buildings, with 74 rooms, and school property valued at \$165,000. The schools enrolled 3,720, 68.95 per cent. of them being in average daily attendance. Of the 71 teachers employed 61 were females and were paid annual salaries of from \$250 to \$500, while those of men were from \$600 to \$1,800. Special teachers of German (which was an optional study in certain grades) were employed. Schools were taught 198 days. No private schools reported.—(State report and return.)

*East Des Moines* reported to the State superintendent 7 public schools, with 24 female teachers, whose average monthly pay was \$47.45. Length of session, 9 months. Latin and German were taught in the high school.—(State report.)

*Keokuk*, for its school population of 4,585, had 8 different public schools, with 2,200 sittings, and school property valued at \$150,000. The schools enrolled 2,400, and had 78.9 per cent. of these in average daily attendance. There were 45 female teachers,

whose monthly salaries averaged \$37.39. Schools were taught 190 days. There was 1 evening school, but no statistics of teachers or attendance in it are given. Special instruction was given in music and penmanship. In private and parochial schools 400 were enrolled.—(State report and return.)

*Muscatine* had 7 school buildings, affording 23 rooms, with 1,550 sittings, and school property valued at \$80,800. Schools were taught 210 days, with an average daily attendance of 93.3 per cent. on enrolment. Of the 34 teachers 30 were females and were paid an average monthly salary of \$35, while the male teachers in the higher grades were paid \$60. The high school had convenient rooms and apparatus for instruction in physics, chemistry, astronomy, botany, and natural history, with 2 courses of 3 and 4 years each. Estimated enrolment in private and parochial schools, 400.—(Return.)

*Ottumwa* had for its public schools 3 buildings, with 24 rooms and 1,490 sittings, 960 of which were for the primary grades, 440 for the grammar, and 90 for the high school; value of school property, \$52,200. Besides a principal, the schools were taught by 26 female teachers, at an average monthly salary of \$44; there was an average daily attendance of 65.6 per cent. on the enrolment. The schools were in session 189 days. A special teacher of music was employed, at a yearly salary of \$600. Private schools enrolled 120.—(Return.)

*West Des Moines* reported to the State superintendent 6 school buildings, with 42 female teachers, whose monthly salaries were \$74 in the high school and \$60 in the other schools. All were in session for 190 days. Latin and German were taught in the high school.—(State report.)

### TRAINING OF TEACHERS.

#### STATE NORMAL SCHOOL AND STATE UNIVERSITY NORMAL DEPARTMENT.

The *Iowa State Normal School*, Cedar Falls, though overflowing with students, was in 1880-'81 still deficient in conveniences for boarding, in number of instructors, and amount and quality of apparatus. It had 3 courses of study, arranged with special reference to fitting teachers for their work. The elementary course of 2 years was meant to qualify teachers for work in all grades up to the high schools; the didactic, of 3 years, for high school work; the scientific, of 4 years, to train superintendents, principals of high schools, academies, &c. Students completing the elementary or didactic course, and passing a satisfactory examination, received certificates as to the amount of study they had done and proficiency attained, while those graduating in the scientific course received diplomas with the degree of bachelor of didactics. Examinations for graduation required a thesis on some educational subject. Boys on admission must be at least 17 and girls at least 16 years old, must sign a statement of their intention to teach in the public schools of the State, and, if applicants for the lower course, must produce a teachers' certificate of the lower grade, signed in each case by the superintendent of the county where the applicant resides. There were 344 in attendance during the year, representing 71 counties. Of the 36 graduates 33 engaged in teaching.—(State report, catalogue, and return.)

The *chair of didactics in the State university*, Iowa City, is designed to prepare for advanced school work those students who intend to become teachers. The fall term of the senior year is devoted to instruction in school management and the government and organization of ungraded schools; the winter term, to methods of organizing, supervising, and conducting graded schools; the spring term, to principles and methods of instruction. A brief course of lectures is also given, and the class is drilled in careful reading one or two days a week. Only those who complete the full course can receive certificates of qualification. After 2 years of successful teaching graduates may receive the degree of bachelor of didactics.—(Catalogue.)

#### OTHER NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Eastern Iowa Normal School*, formerly at Grandview, now at Columbus Junction, has 2 normal courses: first, an elementary one of 2 years, to fit for ordinary teaching in public or other schools; second, an advanced normal one of 4 years, to prepare for higher grades of school work. A model school reported last year seems to have been abandoned or withdrawn. There were enrolled in 1880-'81 as normal students 48 males and 45 females, 11 of whom graduated and engaged in teaching. A normal institute, lasting 4 weeks, affords those who wish to review the common branches an opportunity to prepare for the spring examinations by the county superintendent.—(Catalogue and return.)

*Southern Iowa Normal School and Commercial Institute*, Bloomington, has a normal course of 1 year to review the branches taught in the common schools and to acquaint students with the latest and most approved methods of teaching and school organization. For those who desire more thorough training this course is supplemented by a scientific one of



2 years and a classical of 1 year. The State report for 1880-'81 gives 4 teachers and 125 students.—(State report.)

Amity College, College Springs; Tabor College, Tabor; Iowa Wesleyan University, Mount Pleasant, all had in 1880-'81 normal courses of 2 years. Whittier College, Salem; Iowa College, Grinnell; and Teachers' Seminary, Waverly, had such courses of 3 years; while Cornell College and Mount Vernon had 2 years' preparatory and 2 years' collegiate normal courses; Penn College, Oskaloosa, also had a 4 years' normal course; Parsons College, Fairfield, gives didactic instruction throughout a course of 4 years; Central University, Pella, did the same through its preparatory course; while at the High School, Davenport, normal instruction was given throughout its entire course. Iowa City Academy, reported in 1879-'80 with a normal course of 4 years, sends no return for 1880-'81, nor is there any information from the Moulton Normal School, mentioned in the same report.—(Catalogues and returns.)

There appear in the State report for 1881 the following also: Peck's Normal School, Ottumwa; Western Normal and Business Institute, Malvern; Hull's Preparatory and Normal School, Iowa City; Kossuth Normal Academy, Kossuth; Garden Grove Normal School, Garden Grove; Dexter Normal School, Dexter. Statistics indicate that there were 18 teachers and 399 pupils in these schools, but the strictly normal pupils are not distinguished from the others.—(State report.)

#### TEACHERS' INSTITUTES.

The normal institutes required by law to be held in each county afford the majority of country teachers the only professional training within their reach. They were sustained with enthusiasm in 1880-'81 in all the 99 counties in the State, except Buena Vista. The average session was about 3 weeks, with a total attendance of 11,381 teachers (of whom 2,389 were males and 8,992 females), and they cost \$50,957.

Since 1874 there has been a regular course held at these institutes, covering not merely the principal studies, but also modes of instruction in such studies, with school discipline and organization.—(State report.)

#### EDUCATIONAL JOURNALS.

The educational journals in the State were in 1881, as before, the Iowa Normal Monthly, published at Dubuque as the official organ of the State superintendent, and the Central School Journal, published monthly at Keokuk, under the auspices of the county superintendents of Southeastern Iowa. Both have done good service.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The following cities report high schools in 1880-'81: Burlington, Cedar Rapids, Council Bluffs, Davenport, Dubuque, East Des Moines, West Des Moines, Keokuk, Muscatine, and Ottumwa. The existence of public high schools in at least 29 other cities or towns is noted from time to time in the "State news and notes" of the Iowa Normal Monthly of 1880 and 1881.

Guthrie County High School, Panora (among those referred to above), is the only county high school yet established in the State in accordance with the law of 1870, which provides that any county having 2,000 population or over may establish a high school and vote taxes not exceeding 5 mills on \$1 of taxable property for all purposes or 2 mills for teachers' wages and contingencies. It had in 1880-'81 3 teachers and 75 students.—(State report and return.)

For an account of the high school oratorical contest of 1881, see Educational Conventions and Associations following.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries of them in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The State University of Iowa had in 1880-'81, as in 1879-'80, a collegiate course, embracing classical, philosophical, scientific, and engineering courses of 4 years each; also, a law department and 2 medical departments, regular and homeopathic; a school of dentistry was to be organized in 1882. The university does no preparatory work, but looks to the high and other preparatory schools to do this, and admits the graduates of approved schools without examination. The whole enrolment in 1880-'81 was 242 in



the collegiate department, 158 in the law, and 197 in the 2 medical departments.—(Catalogue.)

There were 18 other colleges and universities reported in 1880-'81, one (Humboldt) having suspended during the year. Of these, Parsons College had a preparatory course of 3 years, and Griswold College one of 4 years. Amity, Norwegian Luther, Iowa, German, Penn, Whittier, Cornell, Tabor, and Western Colleges, University of Des Moines, Iowa Wesleyan University, Upper Iowa University, and State University of Iowa had preparatory courses of 2 years, while all had classical courses of 4 years and scientific of the same length, with the exception of Amity, which had 2 years' scientific, and Griswold College, Whittier College, and Central University, which each had one of 3 years. Iowa, Oskaloosa, and the University of Des Moines had special ladies' courses of 3 and 4 years, with commercial training; while Penn College and Iowa Wesleyan and Central Universities offered special English courses of 2 and 3 years, and Tabor a literary course of 4 years. All but 4 of the above mentioned institutions had normal courses of 1 to 4 years, while 13 had courses of music and 4 taught painting and drawing. Iowa Wesleyan offered theological, law, and medical courses, adding one of pharmacy, but not clearly indicating the length or amount of study of any of them. St. Joseph College presented a preparatory course covering only elementary studies, while the first 3 years of its classical course were only fairly preparatory with 1 really collegiate beyond, adding a commercial one of 2 years. Burlington College makes no showing since 1878-'79, when it reported only a preparatory course. Negotiations were in progress for removing Oskaloosa College to Des Moines, to be called Drake University. Cornell, with its 4 full classical, philosophical, scientific, and civil engineering courses, offered also a wide range of elective studies and special advantages in its normal, musical, and commercial departments. A new Presbyterian college formed from the Coe Collegiate Institute was about to be opened.—(Catalogues.)

For statistics of all these, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the colleges and universities above mentioned, including the State University, admit young women to the same privileges offered young men, except Griswold, Norwegian Luther, and St. Joseph Colleges, the principal object of at least the last two seeming to be to train young men for the ministry. For statistics of the institutions designed specially for the education of young women, see Table VIII of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

For scientific instruction for industrial pursuits the *Iowa Agricultural College*, Ames, is the chief institution. The courses of study are general and technical. Under the first is a course in sciences related to industries, which aims to give a liberal culture in these without special reference to any pursuit or profession; while the technical courses, giving also a liberal culture, aim to direct it so as to meet the requirements of some special pursuit. These latter are in agriculture and in mechanical and civil engineering, each requiring 4 years, and a course in veterinary science of 2 years. The courses are arranged in schools having special instructors. By certain additional studies to the course in sciences related to industries it is adapted to the wants of both sexes, giving to young women work and instruction in domestic economy and to young men practical lessons in agriculture and horticulture. Military instruction and drill enter into the arrangements for young men. There were 211 collegiate students in 1880-'81, 3 of them resident graduates, 3 special students, and 4 in the veterinary school. The graduates from 1872 to 1881 numbered 182.—(Catalogue.)

The school of science in the *State University* offered a general scientific course and one in civil engineering, each of 4 years; the latter includes drawing, surveying, and mechanics (pure and applied), using the metric system throughout; also, a course in military science and tactics. *Cornell College*, too, had a general course in science and one in civil engineering, each of 4 years. Thirteen other colleges presented general scientific courses of 2 to 4 years.—(Catalogues.)

For statistics, see Table X of the appendix, and summary of this in the report of the Commissioner preceding.

#### PROFESSIONAL.

*Theology* in full 3 years' courses is presented in the theological departments of Griswold College, Davenport (Protestant Episcopal), and of the German College, at Mt. Pleasant (Methodist Episcopal); less fully and systematically in the 2 and 3 years' courses of Oskaloosa College (Christian), and to some extent, as an adjunct to the collegiate train-

ing, in the Iowa Wesleyan University, Mt. Pleasant (Methodist Episcopal), and the Central University of Iowa, Pella (Baptist). The first and second have preliminary examination of students entering who are not either graduates of colleges or from their preparatory training schools.

*Law* is taught in the law department of the Iowa State University, Iowa City, and in the Iowa Wesleyan University, Mt. Pleasant, though in the latter its course is entirely unspecified. In the State University (which alone requires preliminary evidence of even an English education), while only 1 year is demanded for graduation, an advanced course of another year is offered. The final examination is conducted by a board of examiners appointed by the supreme court of the State. The Iowa College of Law, connected with the Simpson Centenary College, Indianola, reported in 1878-'79, seems to have been dropped, as no notice of it appears in 1879-'80 and 1880-'81.

*Medicine*, according to the "regular" practice, was taught in the College of Physicians and Surgeons of Keokuk and the medical department of the Iowa State University, Iowa City, and according to the homœopathic form in the homœopathic branch of the same medical department. In each the requirement was 3 years of study under a preceptor and attendance on 2 full courses of lectures of 20 weeks each, with passage of the closing examinations; but all offered and urged a full 3 years' graded course.

A *dental college* was to be established in 1882 at the State University.

For statistics of the above schools, see Tables XI, XII, and XIII of the appendix; for summaries of the same, the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Iowa Institution for the Deaf and Dumb, Council Bluffs, offers a free education to all of this class in the State between the ages of 10 and 25; and yet in 1879-'80 it was estimated that less than half the deaf-mutes in the State had at any time received the benefits of this training. The number of inmates in 1880-'81 was 228, with 15 teachers, and it was believed that a compulsory law would more than double this number.

### EDUCATION OF THE BLIND.

The Iowa College for the Blind, Vinton, reporting biennially, in 1880-'81 had 12 instructors and 90 pupils, making 448 pupils since its opening in 1853. In the school department the common English branches were taught, including raised print, penmanship, algebra, and other studies of this grade. Instruction in vocal and instrumental music was given, especially in the use of the organ, piano, violin, and brass instruments. In the industrial department the boys were taught cane seating, mattress and broom making; the girls, sewing by hand and machine, knitting, crocheting, and bead work. School property was valued at \$300,000. The library contained 1,000 volumes, 400 of which were in embossed type.—(Report and return.)

### TRAINING OF THE FEEBLE-MINDED.

The Iowa State Asylum for Feeble-Minded Children had 4 teachers and 203 pupils in 1880-'81. Kindergarten methods were used, with special attention to the health and physical development of the inmates. The results were encouraging.—(State report.)

### REFORM SCHOOLS.

The Iowa Reform School, in its boys' department, El Dorado, has had the training of 801 boys since its opening in 1868, and had 201 inmates in September, 1881. During the two years covered by the report 115 had been committed, making the number in school during this time 295. Four hours a day were devoted to training in school, and four to work on the farm, in the garden, and in the shops, where they were taught shoemaking, tailoring, and during the winter the making of straw hats. A large per cent. of the boys trained here are known to have become good citizens. The main building, unfinished at last report, was completed September, 1881. The profits from the farm and shops made an important item in the income of the institution. Looking upon the school as a home, few attempt to escape.

The girls' department, Mitchellville, reported in 1880-'81 that it had received 144 girls since its opening and had 63 in school October, 1881. Every girl attended school four hours each day and received four hours' instruction in some branch of household work. No one was permitted to leave till she could cook a dinner without help, wash and iron well, and do fine needlework, specimens of which had taken premiums at county fairs. The superintendent reaffirms that more than 70 per cent. committed have become permanently reformed.—(Report, 1881.)

## ART INSTRUCTION.

No information for 1880-'81 appears in regard to a conservatory of art reported to have been established at Burlington in 1879; it was designed to offer instruction to all in the highest and simplest branches of art.

## EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

## STATE TEACHERS' ASSOCIATION.

The twenty-sixth annual meeting of the State Teachers' Association was held in the Opera House, Oskaloosa, December 27-29, 1881, President S. Calvin, of Iowa City, in the chair.

After the usual preliminary exercises and appointment of committees, President Calvin delivered the inaugural address. Not agreeing with all laudations of American schools, he yet claimed for them great praise, for he said: "Take a map of the country and mark in bright colors the regions where wealth, happiness, intelligence, culture, comfort, and prosperity abound, and you will mark the regions in which the public schools have been most cordially sustained. Call the roll of our illustrious men and women, and nearly every one will answer as from some of the public schools. But greatness is not owing to any system of education. The schools assist, not create talent and force of character. A diploma is no guarantee of fitness for any position. The schools can only so train a child as to make it possible for him to turn his native talent to the very best account, make him a fairly intelligent citizen, and confer the ability to speak and read his native language with ease, expression, and understanding. In doing this the danger is not in limitation, but in inflation and overloading our courses of study." The industrial education now often loudly called for, he said, is the proper work of great technologic schools with large endowments and equipments. It could not be added to the already numerous studies taught by one teacher in our ordinary common schools; nor could the sciences for which some call. To make instruction in these effective, there must be thoroughly trained teachers, considerable apparatus and means for experimental work. And these belong, in general, to higher institutions than the common school. This, for some time to come, must confine itself to elementary instruction, only trying to make this good.

The second day was devoted to the reading and discussion of papers on "The proper type of professional training;" "The effects of methods on the result of school work;" "The teacher's responsibility as a citizen;" "The moral element in education;" "The psychology of crime." The last paper was discussed at length by several prominent teachers and college professors, all disapproving its propositions, viz: "That crime is only disease; punishment a retaliation; virtue and vice not different in kind, but only in degree."

The third day was opened by report of a committee on the inaugural address, fully indorsing it, followed by papers on "How can we better supply our colleges with properly prepared students of collegiate grade?" "The best education; how far disciplinary? how far practical?" and "The use of the imagination in teaching."

After the election of officers for the ensuing year and adoption of resolutions the association adjourned, having had present 206 from nearly every part of the State, making the session one of great interest.—(Iowa Normal Monthly, January and February, 1882.)

## COUNTY SUPERINTENDENTS' ASSOCIATION.

This body held its session in connection with that of the State Teachers' Association, meeting in the mornings of Wednesday and Thursday, and in addition to the usual preliminary business adopted a programme for next year, chose committees to prepare lists of examinations for the spring and fall months, and then discussed the topics "Are our certificates properly graded?" and "Salary of county superintendents and their duties."—(Iowa Normal Monthly, February, 1882.)

## SOUTHWESTERN EDUCATIONAL ASSOCIATION.

This association comprises 25 counties in the southwestern corner of the State, and in no sense is in opposition to the State Teachers' Association, having for its object the fostering of fraternal feeling and the promotion of the best interests of the schools in its field. It was organized in January, 1880, and held its first annual meeting at Red Oak in July following, at which Miss Ray, president of the association, presided. Of the second annual meeting no information has been received.—(Iowa Normal Monthly, August, 1880.)

## ORATORICAL ASSOCIATION.

The Eastern Iowa Inter High School contest was held at Monticello on Friday evening, April 29, 1881, in the presence of a large assemblage. In the oratorical class there were 4 contestants from the high schools of West Waterloo, Tama City, Laporte City, and



Maquoketa. Harry Allen, of West Waterloo, received the prize, marking  $91\frac{1}{2}$  per cent. In the dramatic class there were 9 contestants, all but 1 girls, from the high schools at Iowa City, Hampton, Manchester, Waverly, Independence, Marengo, Marshalltown, East Waterloo, and Monticello. The prize was awarded to Miss Hattie Coon, marking  $93\frac{1}{2}$  per cent. — (Iowa Normal Monthly, May, 1881.)

#### STATE ORATORICAL CONTEST.

The Iowa collegiate oratorical contest, to select a candidate to represent the State in the Inter State Oratorical Association of the Northwestern States, was held at Fayette, April 14, 1881, in the presence of a crowded house. There were 10 contestants, representing Oskaloosa, State Agricultural, Iowa, Simpson, Tabor, and Cornell Colleges, the Iowa Wesleyan, Iowa State, Upper Iowa, and Central Universities.

The first prize was awarded to Miss Minnie Brunson, of Upper Iowa University, and the second to James A. Curr, of the State University. — (Iowa Normal Monthly, May, 1881.)

#### CHIEF STATE SCHOOL OFFICER.

Hon. C. W. VON COELLN, *State superintendent of public instruction, Des Moines.*

[Third term, January 5, 1880, to January 4, 1882.]

Mr. John W. Akers, for 6 years superintendent of schools at Cedar Rapids, was elected in 1881 to succeed Mr. von Coelln on the expiration of his term.



## KANSAS.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21) -----	340,647	348,179	7,532	-----
Public school enrolment -----	231,434	249,034	17,600	-----
Average daily attendance -----	137,667	139,776	2,109	-----
SCHOOL DISTRICTS AND SCHOOLS.				
School districts -----	6,134	6,322	188	-----
School districts reporting -----	5,927	6,131	204	-----
Districts with graded courses -----	1,866	-----	-----	-----
Districts with uniform text books -----	4,794	6,322	1,528	-----
Districts owning text books -----	505	-----	-----	-----
With 3 months' school or more -----	5,233	5,729	496	-----
Average term of schools in days -----	107	117	10	-----
Number of school-houses -----	5,242	5,671	429	-----
Number of school rooms -----	5,981	6,518	537	-----
Value of school property -----	\$4,633,044	\$4,884,386	\$251,342	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools -----	3,506	3,533	27	-----
Women teaching in public schools -----	4,274	4,675	401	-----
Whole number of teachers -----	7,780	8,208	428	-----
Average monthly pay of men -----	\$32 47	\$30 21	-----	\$2 26
Average monthly pay of women -----	25 98	23 77	-----	2 21
INCOME AND EXPENDITURE.				
Receipts for public schools -----	\$2,160,507	\$1,740,593	-----	\$419,914
Expenditure for public schools -----	1,818,387	1,976,397	\$158,010	-----

(From second biennial report of Hon. Allen B. Lemmon, State superintendent of public instruction, for 1879-'80, and from figures specially furnished by his successor, Hon. H. C. Speer, for 1880-'81.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

The educational interests of the State are under the supervision of a State superintendent of public instruction, elected every 2 years, who has power to appoint an assistant and a clerk. A State board of education examines teachers for State diplomas and a State board of commissioners has the management of the school funds. County school officers are superintendents, elected biennially by the people, and boards of examiners for the examination of teachers, such boards being composed of the county superintendent, who is chairman, and two competent persons, holders of first grade certificates, who are appointed for one year by the county commissioners on the nomination of the county superintendent. There are also district boards, composed of 3 members, elected by the people for 3 years, 1 going out each year.

Women may vote in school meetings and hold school offices. By a provision of the State constitution no distinction may be made between the rights of males and females in the formation and regulation of schools.

## OTHER FEATURES OF THE SYSTEM.

The system comprises public graded and ungraded, high, and normal schools, teachers' institutes, a State university, and State Agricultural College, as well as schools for the deaf and dumb and the blind. There are State normal school, State university, agricultural college, and public school funds to aid in sustaining these institutions. The income of the public school funds and such other means as the legislature may provide by taxation or otherwise are appropriated to the support of public schools. School income is distributed to the counties in proportion to the number of youth therein 5-21; but no district in which a common school is not taught at least 3 months in each year can receive any share of such funds. Districts may vote for school-house purposes an annual tax not to exceed 1 per cent. on taxable property, an equal tax for teachers' wages, and for a public library a tax not to exceed 2 mills on the dollar. County teachers' institutes of not less than 4 weeks in duration must be held annually by county superintendents; they are sustained by a State appropriation, a registration fee of \$1 from each member, and an equal sum collected from candidates for county teachers' certificates. Provision is also made for union institutes. Teachers' certificates are of first, second, and third grades, and continue in force 2 years, 1 year, and 6 months, respectively. Teachers must report to county superintendents every term or forfeit their last month's pay; county superintendents are required to report to the State superintendent once every term, giving an account of their own special work, and also to make an annual statistical report; the State superintendent's report, since 1879, is biennial. No sectarian or religious doctrine can be taught in the schools, but the reading of the Bible is not prohibited. Since 1874, children between 8 and 14 have been required to attend school at least 12 weeks (6 of which must be consecutive) in each year, unless otherwise taught or unless excused from such attendance by the school board.—(School laws, 1881.)

## GENERAL CONDITION.

The reports from this State being biennial, and none being due for 1880-'81, the statistics kindly furnished by Hon. H. C. Speer, State superintendent, supply the only official information available as to general educational affairs. These show progress in every respect except teachers' pay and receipts for schools. The increase of pupils enrolled in the free schools was 17,600, more than twice the increase (7,532) in youth of school age. The gain in average attendance, however, was much smaller (2,109). School districts increased by 183; the number reporting, by 204; those having uniform text books, by 1,528; and those having 3 months' school or more, by 496. The average term of school was 10 days longer than in 1879-'80. There were 429 more school-houses, with 537 more rooms, the estimated value of school property having been increased by \$251,342. Twenty-seven more men and 401 more women were employed, men, however, being paid \$2.26 less and women \$2.21 less a month. Although receipts for school purposes were \$419,914 less than in the previous year, \$158,010 more were spent on the schools.

## KINDERGÄRTEN.

Three Kindergärten have been reported from Kansas at the date at which this goes to press: 1 at Lawrence, with 20 children, under 1 instructor, and 2 at Topeka. One of the latter, with 36 children and 2 instructors, formed the lowest preparatory section of the College of the Sisters of Bethany; the other, with 20 children and 1 instructor, was connected with a private school.

For full particulars of these and of any others that may report for 1880-'81, see Table V of the appendix.

## CITY SCHOOL SYSTEMS.

## OFFICERS.

The public schools of cities are in charge of city boards of education elected by the qualified voters and comprising 3 members for each ward in cities of over 15,000 inhabitants; 2 members in other cities. The boards elect superintendents to assist them in the management of the schools and committees for the examination of teachers.—(School laws.)

## STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atchison .....	15,105	5,203	2,310	1,943	27	\$23,636
Lawrence .....	8,510	2,768	1,879	1,279	23	23,075
Leavenworth .....	16,541	6,796	3,158	2,290	39	21,893
Topeka .....	15,452	5,270	3,111	.....	31	.....

## ADDITIONAL PARTICULARS.

*Atchison* makes return for 1880-'81 of 5 school buildings, with 30 rooms and 1,580 sittings, all valued, with sites, furniture, and apparatus, at \$145,000. There was an average attendance of 72 pupils to a teacher. There were 19 rooms for primary, 8 for grammar, and 1 for high school classes, which last had both male and female teachers.

The *Lawrence* public school system comprises primary, grammar, and high schools, taught in 10 buildings, having 24 rooms. During 1880-'81 there was an increase in enrolment of 50 pupils, or nearly 3 per cent., and in average daily attendance a gain of 57, or nearly 5 per cent. In the high school there were enrolled 121 pupils, 88 being in average daily attendance. A class of 20 was graduated, making 68 since the organization of the school in 1874, of whom 15 were boys and 53 girls. The number of cases of tardiness in the public schools decreased very largely during the year. Teachers' meetings were well attended and much interest was manifested in them.—(City school report.)

*Leavenworth* reports an increase of 539 in the number of youth of school age, of 98 in the public school enrolment, and of 36 in average attendance. Besides the public school enrolment, about 856 pupils attended private and parochial schools, making 4,014, or 65 per cent., of the school population in school some portion of the year. The schools are classed as primary, grammar, and high. Recently the number of grades (covering 7 years) to reach the high school was increased from 13 to 28, affording more frequent opportunities for promotion, and pupils have since been admitted to the high school twice a year. About 200 were enrolled during the year, and 13 graduated. It is estimated that 15 per cent. of all the public school pupils enter the high school, and that 5 per cent. graduate from it. Preparation is given here for colleges of the highest rank. The regular courses (covering 4 years) are classical, Latin-scientific, and English-scientific. A new course has recently been arranged for students not wishing to graduate. Another change is the charging of a tuition fee in this school, \$10 to residents and \$40 to non-residents, a plan which is said to work well, the amount being cheerfully paid and the attendance remaining as large as before.—(City report, 1881.)

The *Topeka* public schools, classed as primary, grammar, and high, were taught in 49 rooms, with 2,394 sittings for study. There was an increase during the year of 174 in public school enrolment and of 542 in the number of youth of school age. It was estimated that 200 pupils attended private schools, making 3,311 in all.—(Return.)

## TRAINING OF TEACHERS.

## KANSAS STATE NORMAL SCHOOL, EMPORIA.

The school at Emporia, now the only one left of the 4 State normals which were in operation during the earlier years of the decade, reported for 1880-'81, besides 217 others, 149 normal students and 21 normal graduates, of whom 18 were from the elementary or 3 years' course; of the others, 2 were from the advanced English course and 1 from the advanced English and Latin, the last two extending over 4 years. The professional work (most of it done in the training department) is grouped in a single year, and cannot be commenced until the academic work is completed. Tuition is free during the professional year. Graduates receive diplomas which authorize them to teach in the common schools of the State without further examination.—(Report and return.)

## OTHER NORMAL TRAINING.

The *Kansas Normal College and Business Institute*, Fort Scott, organized in 1878, presents preparatory, normal, scientific, classical, and business courses of study, confers the degrees of B. S. and B. A., and devotes special attention to the preparation of teachers. The teachers' course, in which were enrolled 29 pupils in 1881, is completed in from 2 to 5 terms, according to the degree of advancement on entering.—(Report and return.)

The *Kansas Normal School and Business Institute*, Paola (also organized in 1878), prepares for teaching, for college, or for business. It reported 289 normal students and 13 graduates in 1881, its normal course covering 3 years. The training school here comprises 470 children, in 8 grades, besides a model district school numbering 56 pupils.—(Catalogue and return.)

The *Chetopa Normal High School* is a 3 months' summer normal held in public school buildings during vacation and sustained by subscriptions. About 200 pupils attended in 1881, of whom 70 were men.—(Return.)

There were courses of study for teachers in Baker, Highland, Lane, and Ottawa Universities and in the State University, which last provides training in its preparatory department for those not fully prepared for strictly normal studies, and then carries them, with others, through a 3 years' normal course. In this there were 38 students, 16 of them young men and 22 young women, in 1880-'81, of whom 8 were graduated.—(Catalogue of university.)



## TEACHERS' INSTITUTES.

County normal institutes for teachers were advertised to be held in 53 counties, most of them during July and August, 1881. No statistics of attendance on them are available, and it does not appear whether institutes were held in the remaining 30 counties of the State or not. The law permits the union of two or more counties for this purpose in cases where the population of each county is less than 3,000.

A writer in *The Educationist* gives an account of the work in 25 of these institutes visited by him during July and August. He says that the work in the main was good, often reaching a high degree of excellence both in matter and method. Where there was failure it was chiefly in lack of attention to method, and in making the work almost wholly scholastic. Several institutes had critics who reported each morning on the work of the preceding day, and some had reporters for the daily papers. There was, however, a conspicuous and hurtful absence of reference books in the teaching, also a lack of illustrative apparatus. As a rule the teachers of the larger towns and cities were not present; but on the part of all who did attend marked earnestness and industry were shown.—(*The Educationist*, September, 1881.)

## EDUCATIONAL JOURNALS.

*The Educationist*, a monthly published and edited by the former State superintendent of public instruction in Indiana, Hon. George W. Hoss, Emporia, is the official organ of the department of public instruction and of the State Teachers' Association, and the chief medium for the diffusion of educational information in the State. *The Industrialist*, a weekly published at Manhattan, is the organ of the Kansas Agricultural and Mechanical College, and is devoted specially to industrial education. The former was in its third volume in 1881 and the latter in its seventh.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

These are substantially provided for in union and graded school districts and explicitly in all cities of the first class, namely, those with more than 15,000 inhabitants. The number in operation during 1880-'81 cannot be given, nor can the statistics of attendance. There were, however, in 1878 about 60. Six had in 1881 adopted the course of study prescribed by the State university as preparatory to it.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academic schools, see Tables IV and VI of the appendix following, and for summaries of them, corresponding tables in the report of the Commissioner preceding. For preparatory departments of colleges and scientific schools, see Tables IX and X of the appendix.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Kansas*, Lawrence, opened as a denominational institution in 1859 and chartered as a State university in 1863, had in 1881 organized 3 of the departments contemplated in the act of incorporation, viz: a department of science, literature, and the arts, and normal and law departments. The first comprises a classical and a modern literature course, each leading to the degree of bachelor of arts, and a general scientific course and 3 special scientific courses, leading to the degree of bachelor of science. Tuition is free. Young men and women are admitted on equal terms and study in the same classes. Since the opening of the university there have been 2,166 students (nearly equally divided between the sexes) and since 1873 53 have been graduated from the collegiate department. The whole number attending in 1880-'81 was 466, about the same as that of the previous year, 156 belonging to the collegiate classes, 277 to the preparatory department, and the remainder to the normal, law, and musical departments. Out of a class of 10 young men and 9 young women graduated from the collegiate department, all received the degree of bachelor of arts except 6 young men, who became bachelors of science.—(*Catalogue and return*.)

Seven other collegiate institutions report, viz: St. Benedict's College, Atchison; Baker University, Baldwin; Highland University, Highland; Lane University, Lecompton; Ottawa University, Ottawa; St. Mary's College, St. Mary's, and Washburn College, Topeka. Two of these are Roman Catholic; the other 5 are under the influence, respectively, of the Methodist Episcopal, Presbyterian, United Brethren, Baptist, and Congregational Churches. All but the two Roman Catholic colleges admit both sexes. All report preparatory departments, with courses of from 2 to 3 years, and classical courses of 4 years;



5 had scientific courses, 1 a literary and 1 a ladies' course (all of 4 years); 3 had normal courses; 4, commercial; 3, departments of music, and 1, a department of art.

For statistics, see Table IX of the appendix, and a summary of it in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides opportunities for the superior instruction of women afforded in all but 2 of the colleges and universities above noted, further provision is made for them in the College of the Sisters of Bethany, a Protestant Episcopal institution at Topeka, which presents primary, preparatory, and collegiate courses of study, the last extending over 3 years. For statistics of the college, see Table VIII of the appendix.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The Kansas State Agricultural College, Manhattan, one of the first established under the congressional grant of 1862, gives practical instruction in the various industries of farm, shop, and home; also in literary and scientific branches, including civil engineering. The course extends over 4 years. Tuition is free and provision is made for training women as well as men in the industries suited to them, printing, telegraphy, sewing, and cookery being among the branches taught. Of 259 pupils in the regular courses, 84 were women; and the 12 graduates who received the degree of B. S. were equally divided between the sexes. For further statistics, see Table X of the appendix, and a corresponding table in the report of the Commissioner preceding. Of the 4 scientific courses in the State university, each covering 4 years and leading to the degree of B. S., 1 is in general science, the others in chemistry, natural history, and civil and topographical engineering. Five of the other colleges and universities report courses in general science extending over 4 years. For statistics of students in scientific courses of colleges, see Table IX of the appendix.

#### PROFESSIONAL.

The *Kansas Theological School*, Topeka (Protestant Episcopal), organized in 1873, has a 3 years' course of study and requires an examination for admission. Except in special cases a collegiate training or its equivalent is insisted on as a preparation. The bishop of the diocese is ex officio president. Candidates for orders in 1881 reported, 4; instructors, 2.

The *law department of the University of Kansas*, organized in 1878, is intended to prepare students for practice at the bar in any State of the Union. The course extends over 2 years of 7 months each. All intending to enter are advised to first take a course of liberal studies. Graduate; of literary colleges are admitted without examination; all others must satisfy the faculty that they possess the educational and other qualifications necessary to pursue the study with profit. Students in 1880-'81 reported, 15; instructors, 2; graduates for the year, 8.—(University catalogue.)

A preparatory *medical* course has been established at the State university, which is meant to be the first year of a 3 years' course. A collegiate training is recommended as a preparation for it, and a knowledge of English branches such as is required for admission to college is demanded. No note of students in it appears in 1880-'81.—(Catalogue of university.)

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB.

The Kansas Institution for the Education of the Deaf and Dumb, Olathe, offers to the deaf and dumb of Kansas, 10 to 21 years of age, free tuition, board, books, and other necessities, leaving only clothing and travelling expenses to be provided by them. The length of the course permitted is in ordinary cases 6 years, but the average time really spent by each pupil is only 3½ years. During 1880-'81 there were 171 pupils under instruction, the course comprising the common school branches and articulation, besides such employments as printing, cabinet making, shoemaking, sewing, and housework.—(Report and return.)

##### EDUCATION OF THE BLIND.

In the Kansas Institution for the Education of the Blind, Wyandotte, pupils are taught the English branches, with reading in Boston elevated type, and both reading and writing in New York point. They are also trained in certain employments, the boys in broom and brush making, the girls in hat weaving. Four hours a day are given to labor, for which wages are paid, thus securing ambition and cheerfulness in the work and enabling pupils to earn most of their clothing.—(Report.)

## REFORMATORY AND INDUSTRIAL TRAINING.

A State reform school for boys was established by legislative act in 1879 and opened for the admission of pupils June, 1881. It is under the control and management of the board of State charitable institutions, and is open to boys 8 to 14 years of age who are either neglected and exposed to temptation, incorrigible, truants, vagrants, or offenders against the laws. The plan of management is educational and reformatory rather than penal. Results will be sought through intelligent and well directed appeals to the manliness of pupils. The site of the school is a farm of 160 acres about three miles from Topeka. It is intended, with the aid of the boys, to cultivate small fruit and vegetables, and, in time, to teach them such useful trades as may be found practicable.— (Report, 1881.)

## EDUCATIONAL CONVENTIONS.

## STATE ASSOCIATION.

The Kansas State Teachers' Association met in Manhattan, June 21, 1882, remaining in session three days. After the appointment of committees, President William Wheeler, of Ottawa, read his inaugural address on "Books and reading," making a strong argument for good books for children and reprobating parents, teachers, and book makers who furnish or permit the reading of the popular but pernicious cheap novel and sensational story. The first paper of the following day, "The Emile of Rousseau," by Miss Grace Bibb, of the University of Missouri, stated fully and clearly the cardinal points in Rousseau's theory of education. A paper was then read by S. M. Greenwood, superintendent of the Kansas City schools, which contained a vigorous arraignment of the educational theories of Charles Francis Adams, Richard Grant White, and others. Hon. O. S. Munsell, of Council Grove, gave an address entitled "Mosaic compared with modern biology;" Prof. D. E. Sanders, principal of the normal school at Fort Scott, read a paper on "Educational shams," and Prof. R. C. Meade, of Atchison, one on "The training of children." At the evening session, Miss Ida Ahlburn, principal of the Jewell City schools, read a paper on "Our work," and one on "Literature in the public schools" was presented by a writer in *The Educationist*, presumably the editor, Hon. George W. Hoss. On the following day a paper entitled "Practical suggestions" was read by Prof. D. H. Robinson, of the State university, and another on "Educational forces," by Prof. J. R. Campbell, of Newton. Officers were then elected for the ensuing year, and after the adoption of a number of resolutions the association adjourned.

Among the resolutions was one agreeing to make all reasonable efforts to have trees planted in school yards and to encourage improvements tending to render attractive or comfortable school grounds or buildings, and another by which members pledged their united efforts in aid of the enforcement of the prohibition law, considering that education, as well as other interests, required such a law.— (*The Educationist*, July, 1881.)

## SUPERINTENDENTS' CONVENTION.

A convention of the county superintendents of Kansas met June 21-23, at Manhattan, State Superintendent H. C. Speer presiding. After the appointment of committees the relation of the county superintendent to normal institute work was discussed by H. D. McCarty and Superintendents Lee, Bishop, Chidister, and others. On the second day Superintendent Bogle, of Marion County, spoke at length against the advisability of requiring teachers to send monthly reports to superintendents. The subject was discussed by a large number of superintendents, most of whom thought that term reports were sufficient. The question "What shall be done to enforce the compulsory school law?" was presented by Superintendent Bishop, of Saline County; a paper was read by Miss Eva A. Hobart, of Anderson County, on "The management of teachers' associations," and one by Superintendent Oliver, of Jefferson County, on "Teachers' certificates; how to grade them." The only paper of the third day was by Superintendent L. T. Gage, of Shawnee County, on "How to make official school visitation valuable." He thought county superintendents should have the right to give commands rather than suggestions to teachers. In the spirited discussion which followed members were about equally divided between "suggestion," "authority," and "advice."— (*The Educationist*.)

## ASSOCIATION OF CITY SUPERINTENDENTS AND HIGH SCHOOL PRINCIPALS.

The city superintendents and high school principals met at Manhattan, June 23. Among other work done, there was referred to a committee for consideration "A course of study for towns and smaller cities;" and to another committee, "A course of study for unorganized high schools."— (*The Educationist*, July, 1881.)

## CHIEF STATE SCHOOL OFFICER.

Hon. H. C. SPEER, *State superintendent of public instruction, Topeka.*

[First term, January 10, 1881, to January 9, 1883.]

**KENTUCKY.**  
STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age (6-20) ..	478,597	483,404	4,807	-----
Colored youth of school age (6-16) ..	66,564	70,234	3,670	-----
Whole number of school age .....	545,161	553,638	8,477	-----
White youth in free schools .....	245,358	238,440	-----	6,918
Colored in free schools .....	20,223	-----	-----	-----
Whole enrolment in free schools ..	265,581	-----	-----	-----
Average attendance of whites .....	158,218	149,226	-----	8,992
Average attendance of colored .....	-----	-----	-----	-----
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
School districts for white youth .....	6,177	6,244	67	-----
School districts for colored youth ..	773	804	31	-----
Whole number of school districts ..	6,950	7,048	98	-----
Districts that had schools for whites	6,136	6,189	53	-----
Districts that had schools for colored	718	739	21	-----
School-houses for white youth .....	5,649	5,678	29	-----
Valuation of same, with sites, &c. ..	\$2,119,407	\$2,286,104	\$166,697	-----
School-houses for colored youth .....	-----	429	-----	-----
Valuation of same, with sites, &c. ..	-----	\$109,648	-----	-----
Average time of schools in days .....	102	-----	-----	-----
Private schools of all grades reported	1,044	1,148	104	-----
<b>TEACHERS IN WHITE SCHOOLS AND THEIR PAY.</b>				
Men teaching in schools for whites ..	4,418	4,195	-----	223
Women teaching in the same .....	2,346	2,715	369	-----
Average monthly pay of teachers in counties.	\$21 75	-----	-----	-----
Average monthly pay of men in cities.	98 00	-----	-----	-----
Average monthly pay of women in cities.	43 00	-----	-----	-----
<b>INCOME AND EXPENDITURE.</b>				
Receipts for public free schools for whites.	\$1,031,565	-----	-----	-----
Expenditure for them .....	803,203	\$1,184,327	\$381,124	-----

(From report of Hon. Jos. Desha Pickett, State superintendent of public instruction, for the two years above indicated, with return from the same for the year 1879-'80.)

**STATE SCHOOL SYSTEM.**

**OFFICERS.**

The State school officers are a superintendent of public instruction, elected by the people for 4 years; a State board of education, comprising the superintendent, the secretary of state, the attorney general, and 2 professional teachers chosen by them; also a State board of examiners for the examination of teachers, composed of the superintendent and 2 professional educators chosen by him.



Local officers are county common school commissioners, elected by the county court of claims for 2 years; county boards of examiners, composed of the commissioner and 2 persons appointed by him; and district boards of trustees (separate ones for white and colored schools) of 3 members, who hold office 3 years.

#### OTHER FEATURES OF THE SYSTEM.

The common school system established in accordance with the State constitution requires that the schools be equally accessible to the poor and to the rich and open to all white youth 6 to 20; that they be taught by a qualified teacher for 5 months (or for 3 months if in a district containing less than 40 children); and that no books, tracts, or papers of a sectarian or infidel character be used or distributed in them.

The schools for white children are supported from the income of a State fund, all fines and forfeitures set apart by law, a State tax of 20 cents on the \$100 of taxable property, and an optional district tax of 25 cents on the \$100, which last may be made 30 cents in graded school districts. A capitation tax of 50 cents on persons sending children to school may be assessed by trustees to provide fuel and for other contingent expenses. The schools for colored children are supported from taxes on property owned or held by colored persons, a capitation tax of \$1 on each colored man over 21, taxes on dogs kept by colored persons, and on deeds, suits, and licenses, and by fines and penalties collected from them. The legal school age for colored children is 6 to 16. Except that separate district boards of trustees are provided for colored schools, the same officers have charge of those for both races. In 1882 colored children are to have an equal share of the State funds.

Provision is made for county teachers' institutes, a State teachers' association, public school libraries, a university, an agricultural and mechanical college, and institutions for the deaf and dumb, the blind, and the feeble-minded. Any non-sectarian college, academy, or high school may be accepted by the county commissioner as a State school, and as such share in the school funds, if all the white children of the district 6 to 20 be admitted without charge for 5 months of the year. Trustees must report annually to the county commissioners, and they to the State superintendent.

#### GENERAL CONDITION.

The statistics show an increase during the year of more than 8,000 in the number of youth of legal school age, a little over half of this being among the whites. The school age for whites is 6 to 20; for colored, 6 to 16. The attendance on colored schools in 1880-'81 is not given in the report, but it appears that the number enrolled in schools for whites (238,440) is less than that of the previous year by 6,918, while the number requiring education was greater by 4,807. Still there seems to be considerable increase in the expenditure for white schools; more school districts, both for white and colored, were reported, and more schools for both races were taught; there was an increase in the number of school-houses for whites, and a corresponding one in the value of public school property for their use; but the difference between the \$2,286,104, at which such property for whites is rated, and the \$109,648, at which that for colored youth is put, clearly shows how much this latter class needs fuller provision for school buildings.

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

The city public schools are usually under the control of boards of trustees, which appoint city superintendents. In some cities, under special charters, boards of examiners are appointed for the examination of teachers. This board in Louisville comprises the city superintendent and 6 professional teachers.

##### STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Covington .....	29,720	9,631	2,518	2,370	57	.....
Lexington .....	16,656	4,961	2,182	.....	.....	.....
Louisville.....	123,758	48,837	19,189	13,270	327	\$218,694
Newport .....	20,433	6,722	2,147	2,030	42	.....
Paducah .....	8,036	1,980	840	690	15	8,336

a In the State report this number appears as 40,396.

#### ADDITIONAL PARTICULARS.

Covington reports a smaller school population than the previous year by 463, fewer pupils by 1,000 enrolled in public schools, and 115 fewer in average attendance under 3 fewer teachers. Schools were taught 10 months of the year in 6 buildings.



*Lexington*, besides 4,961 pupils in public schools, reports 640 attending private or parochial schools. Property used for public school purposes was valued at about \$41,000. The schools were in session 238 days.

*Louisville*, with an increase of 2,250 in school population, had 801 fewer pupils in public schools and 228 fewer in average attendance. The schools were taught 204 days by 327 teachers, including special teachers, all but 35 of them women. There were 32 special teachers of German, in which language a graded course is presented extending over 7 years. Five of the public schools were for colored children, but the number in attendance is not reported. In the two high schools there were 582 pupils enrolled and 518 in average attendance.—(Return and public school manual.)

The *Newport* public schools were taught 10 months by 42 instructors (of whom 3 were men) in 7 school buildings valued at \$84,000. The high school had 48 pupils, with 44 in average attendance.

*Paducah* reports a decrease in school population of 2, an increase in enrolment of 18 pupils, with 8 fewer in average attendance; schools taught 10 months during the year; 3 men and 12 women teaching in 4 brick school-houses, with 14 rooms and 950 sittings; 59 pupils enrolled in public high schools, with 54 in average attendance, and an estimated enrolment in private and parochial schools of 225.—(Return.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The State superintendent reports 16 normal schools, having 575 students attending for an average term of 6 months. One of these, however, he subsequently writes, was mistakenly reported by a county commissioner; another was a temporary normal of 3 weeks in Trimble County; a third, the annual county institute of Hopkins County; a fourth was closed. The remaining 12 were Alexander College, Burksville; East Kentucky Normal School, Catlettsburg; Clinton College, Clinton; Kentucky State Normal School, Farmdale; Glasgow Normal School, Glasgow; Hartford Academy, Hartford; Agricultural and Mechanical College, Lexington; Mountain Normal School, Martinsburg; Mayfield Seminary, Mayfield; Normal School, Morgantown; Murray Institute, Murray; and Kentucky Classical and Business College, North Middletown.

Besides these, the names of some of which are on the academic and collegiate lists of this Bureau, while the status of some others as normal schools is at least doubtful for 1881, there are on the normal list of the Bureau for 1881 the Kentucky Presbyterian Normal School, Anchorage (a department of Bellewood Female Seminary), the normal department of Berea College, Berea, with the like department of Columbus College, Columbus, and that of South Kentucky College, Hopkinsville, besides the semi-normal Kentucky Female Orphan School, Midway.

### TEACHERS' INSTITUTES.

A county teachers' institute is required by law to be held in each county, the sessions to be not more than 6 days, during which there is a vacation of the schools, and all teachers of the county are required to attend on penalty of forfeiting their certificates, unless there be a satisfactory excuse given to the county commissioner. There were 93 institutes held during 1880-'81, having a total attendance of 3,265. Only 805 teachers in all the counties were absent.

### EDUCATIONAL JOURNALS.

The *Eclectic Teacher*, the most important of the educational journals published in this State, and the only one that contained much general information as to the State school system, was discontinued in 1881.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Seven cities and towns report to the State superintendent statistics of 9 public high schools, in which 936 pupils were enrolled and 869 were in average attendance. No information is given as to the courses of study in these schools or the branches taught, further than that the classes are superior to those of the graded common schools. Louisville, included in the above, sustains 2 such schools for whites, 1 for each sex, and during the year had 562 pupils enrolled in the 2, with 539 in average daily attendance. Some higher instruction is believed to be also given in one of the schools for colored youth.

### OTHER SECONDARY SCHOOLS.

The State superintendent reports 201 private academic schools, with an average session of 9 months during 1880-'81; public schools were taught in connection with 26 of these schools. For full statistics of all such schools reporting to this Office, see Table VI of the appendix; for statistics of business colleges and of schools preparatory to college, see Tables IV and VII.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Six of the 16 colleges and universities in this State in 1881 admitted both sexes, an increase in this class of 1 since 1880. All but 2 of the 16 were denominational, the Christian Church controlling 4; the Baptist and Roman Catholic, each, 3; the Presbyterian, 2, and the Congregational and Methodist, each, 1. All report classical courses of 4 years and preparatory departments, a number also giving instruction in primary branches; 8 had scientific courses, and 1 of these also a course in engineering; 4 gave normal training; 4, theological or biblical; 1, medical; 9, business or commercial, and 2, legal; 2 offered separate courses for ladies; in 4 there were departments of music and art, and in 6 French and German were taught. For statistics, see Table IX.

One of the above, South Kentucky College, Hopkinsville, was exclusively for the higher education of women until 1881, when the charter was amended, the college re-organized and opened to both sexes. The curriculum, too, was made to include preparatory, classical, normal, commercial, music, art, and law departments; also, French and German.

Central University, Richmond, received during the year, from various friends, gifts amounting to \$50,000, and Berea College, Berea, \$54,048 for endowment and current expenses.

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Nearly all of the twenty or more colleges and seminaries for women reporting from this State are authorized by law to confer collegiate degrees. They present collegiate courses of 4 years, which include Latin, Greek, modern languages, music, drawing, and painting. At least 4 make also some provision for the instruction of those who intend to teach.

For statistics of these colleges, see Table VIII of the appendix, and for a summary of them, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

As was stated in the report from this Office for 1880, the Agricultural and Mechanical College of Kentucky has been permanently established at Lexington, the city and county having contributed \$50,000 for buildings. A State tax for its support, of 5 mills on each \$100 of taxable property, with other funds, provides an annual income of about \$27,000.

No information later than the above has been received, the process of reorganization being probably incomplete.

Courses in general science, usually extending over 4 years, are reported by 8 other institutions for superior instruction, one of them, Kentucky Military Institute, also presenting a course in civil engineering.

For statistics of scientific schools reporting, see Table X of the appendix, and for a summary of these, a corresponding table in the report of the Commissioner preceding. For statistics of scientific departments in colleges, see Table IX.

## PROFESSIONAL.

The *theological* schools are Danville Theological Seminary (Presbyterian), with a 3 years' course of study and 8 students in it in 1881, of whom 4 had received collegiate degrees; the Southern Baptist Theological Seminary, Louisville, organized on the plan of independent schools, of which there are 8, and reporting 94 students; and the College of the Bible, Lexington, which presents an English course of 4 years and a classical one of 2, had 67 students and 7 graduates, all but 1 from the English course. The first named is the only one of the three which requires an examination for admission of applicants not college graduates; the last does not profess to be a strictly professional school, but to give instruction in the Bible and in some higher branches of English literature and philosophy. Biblical instruction in connection with college studies is given in Berea College, Berea (Congregational), Eminence College, Eminence (Christian), and Kentucky Wesleyan College, Millersburg (Methodist).

For further statistics of theological schools reporting, see Table XI of the appendix, and for a summary of this, a corresponding table in the report of the Commissioner preceding.

*Legal* instruction continued to be given in 1880-'81 in the law department of the University of Louisville, the course of study extending over 2 years of 5 months each. The diploma (a license to practise in any court in the State) is bestowed only after a satisfactory examination. Kentucky University, Lexington, still retained in its catalogue the advertisement of its school of law, with 4 professors and a 2 years' course; but there was no note of any students. That of Central University, Richmond, seemingly dropped

in 1879-'80, does not reappear in subsequent catalogues. South Kentucky College, Hopkinsville, in connection with the college course, gives instruction in constitutional, international, and commercial law.

The 4 *medical* schools reporting (all in Louisville), namely, the Kentucky School of Medicine, Hospital College of Medicine (a department of Central College, Richmond), Louisville Medical College, and the medical department of the University of Louisville, give a total attendance of 529 students in 1881 and 275 graduates. All require for graduation the ordinary 3 years of medical study, including 2 terms of lectures, the minimum term required by the American Medical Association. The two schools first named offer an optional graded course of 3 years, which, at the Hospital College of Medicine, students are urged and after 1882-'83 will be required to take. No examination is required for admission in any of the above, but the Hospital College encourages thorough study by offering a special honorary mention in its catalogue of such graduating students as reach 90 per cent. in a final written examination.

The *Louisville College of Pharmacy*, requiring for graduation an apprenticeship of 4 years and attendance on 2 courses of lectures, reports 45 students and 8 graduates during 1881.

For statistics, see Table XIII of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB.

The State sustains an institution for the training of the deaf and dumb, at Danville, in which are taught the usual branches of a common school education, also printing, book binding, carpentry, broom and mattress making, gardening, sewing, fancy work, and housework. Articulation is taught to a few semi-mutes. There were 139 pupils under instruction during 1881.

#### EDUCATION OF THE BLIND.

The Kentucky Institution for the Education of the Blind, Louisville, had 81 pupils, who were all instructed in the ordinary English branches, those whose abilities promised success receiving also special training in vocal and instrumental music. Physical exercise holds an important place in the plan of instruction, an hour and a half daily being devoted to calisthenics. The boys are taught to make brooms, to cane chairs, and to do simple upholstery work, such as the making and repairing of mattresses and lounges; the girls are taught hand and machine sewing, the cutting of garments, and knitting.

#### EDUCATION OF THE FEEBLE-MINDED.

The Kentucky Institution for the Education and Training of Feeble-Minded Children, Frankfort, gives instruction in the common school branches and in such employments as carpentry, shoemaking, mattress and broom making, gardening, housework, and sewing. The most capable boys are put to the carpenter's trade; those of the next grade, it is found, can be taught to be good shoemakers; and the others are trained in simpler industries. Once a week a company of boys are instructed in military tactics. The girls take turns in the laundry, kitchen, and sewing departments; they learn to cut, fit, and make their own and the boys' clothing. There were 132 under the care of the institution during the year, 71 boys and 61 girls.—(Catalogue and return.)

#### REFORMATORY TRAINING.

The Louisville House of Refuge, intended for the training of neglected youth, receives boys and girls, white and colored, giving them instruction in the common school branches and in the employments of shoemaking, gardening, cane seating, housework, and sewing. The attendance for 1881 was 178 white boys and girls and 89 colored boys, with 209 inmates remaining December 31, 1881. There were 137 under school instruction during the year.—(Catalogue and return.)

### EDUCATIONAL CONVENTION.

#### KENTUCKY STATE TEACHERS' ASSOCIATION.

The State Teachers' Association was advertised to meet at Elizabethtown July 12-15, 1881, but no account of the proceedings has been received. Among the subjects on the programme for addresses and papers were coeducation, denominational colleges, moral training by the teacher, methods of teaching reading, use and abuse of text books, compulsory education, and the training for women demanded by American life.—(Eclectic Teacher.)

#### CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH DESHA PICKETT, *State superintendent of public instruction, Frankfort.*

[Term, September 9, 1879, to September 15, 1883.]



## LOUISIANA.

## STATISTICAL SUMMARY.

	1880.	1881.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18) -----	273, 845	290, 036	16, 191	-----
Enrolled in public schools -----	68, 440	62, 370	-----	6, 070
Average daily attendance -----	45, 626	-----	-----	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of public schools reported..	874	1, 069	195	-----
Average time of schools in days---	118	100	-----	18
TEACHERS AND THEIR PAY.				
Men teaching in public schools.---	-----	773	-----	-----
Women teaching in public schools.---	-----	811	-----	-----
Whole number in public schools.---	-----	1, 584	-----	-----
Average monthly pay of teachers.---	\$27 50	\$31 50	\$4 00	-----
INCOME AND EXPENDITURE.				
Receipts for public schools.-----	\$480, 320	\$486, 790	\$6, 470	-----
Expenditure for public schools.---	411, 858	441, 484	29, 626	-----
STATE SCHOOL FUND.				
Amount of available permanent fund	\$1, 130, 867	\$1, 130, 867	-----	-----

(From returns furnished by Hon. Edwin H. Fay, State superintendent of public education, and biennial report of the same for the two years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

The chief executive school officer under the constitution of 1879 is a State superintendent of public instruction, chosen by the people for a term of 4 years. The superintendent, governor, other State officers, and 2 citizens appointed by the governor for 4 years constitute a State board of education. The duties of the State board are to make all needful rules and regulations for the government of the free public schools and for the examination and employment of teachers, to select text books and apparatus, and to appoint and remove directors of parish boards, except in New Orleans. The parish boards have charge of school interests in their respective parishes, dividing them into as many wards and districts as may be deemed necessary, appointing auxiliary visiting trustees for each district, and appointing also from their own number special committees to examine teachers. They may appoint a parish superintendent, who shall be ex officio secretary of the parish board, receiving for such double service not more than \$200 a year, except in the parish of Orleans, where the salary is fixed by the general assembly. Women over 21 years of age are eligible to any educational office created by the laws of the State.—(Digest, 1877, and constitution, 1879.)

## OTHER FEATURES OF THE SYSTEM.

The constitution provides for free public schools for all the children in the State between the ages of 6 and 18. The schools are to be supported (1) from the proceeds of a State fund of \$1,130,868, bearing 4 per cent. interest, to be paid annually to the townships in proportion to the number of youth of school age in each; (2) from a poll tax of \$1 to \$1.50



on each male over 21 years of age, to be applied to the support of public schools in the parish where it is collected; (3) from a State tax not to exceed 1 mill on \$1; (4) from a local levy of 2 mills on \$1, which any parish board may order. No teacher can be legally employed without passing an examination and receiving a certificate of competency from the parish board. This is valid for 2 years, but is liable to forfeiture for cause. While parish boards are required to establish a free school in every district or ward, no school of less than 10 pupils may be opened nor more than 60 be allowed to 1 teacher.

The schools in each parish must be visited each month by a committee of the parish board, and any director failing for two consecutive months to do his duty forfeits his membership in the board.

The general exercises and elementary instruction in the public schools must be in English, except in parishes where the French predominate, in which case the elementary branches may be taught in French if it can be done without additional expense.

Public school funds must not be used in support of sectarian schools.—(Constitution of 1879 and digest of 1877.)

#### GENERAL CONDITION.

The unsatisfactory condition of the public schools existing in 1880 was not improved in 1881. The exceedingly small aid provided by the State remained the same. Extensive suffering from floods prevented in many parishes the collection of additional local school taxes, as well as kept many schools from being opened and many children from attending school, while from the want of a school law corresponding with the new constitution there was sometimes embarrassment in determining what was permitted or required. Hence the school machinery worked at a disadvantage, and the results were far less than could be desired. Although \$6,470 more were, with great effort, raised for public schools, and, according to the State report, \$29,626 more spent for them, the school enrolment not only failed to keep pace with the 16,191 increase of school youth, but fell 6,070 below that of the year before; so that the per cent. of enrolment on youth to be instructed fell from about 25 to 21.5. School sessions, too, were about 18 days shorter on an average; school teachers, however, apparently getting an average of \$4 a month more pay.

#### AID FROM THE PEABODY FUND.

The arrangements entered into by the late Dr. Sears, establishing in New Orleans 2 Peabody normal seminaries for the free education of white and colored teachers, seem to have been continued, although only the one for white pupils reported for 1880-'81. The Peabody fund distribution to both schools is given in the report of the trustees and agent as \$1,500 for both schools from February 1, 1881, with \$200 for the Louisiana Educational Journal.

#### KINDERGARTEN.

The Kindergarten Institute of New Orleans, organized October 4, 1881, admits pupils between 4 and 11 years of age. At date of report it had, besides the conductor, 4 assistants and 63 pupils.—(Return.)

For further information of this and others heretofore reported, see Table V of the appendix.

#### CITY SCHOOL SYSTEM.

##### NEW ORLEANS.

*Officers.*—For the control of the public schools this city has a board of 20 directors, 8 appointed by the State board of education and 12 by the board of administrators of New Orleans, with a superintendent appointed by the directors.

*Statistics.*—Population in 1880, 216,090; youth of school age, 61,456; enrolled in public schools, 24,401; average daily attendance, 14,566; teachers, 402; expenditures, \$274,844.—(City report and return.)

*Additional particulars.*—There were 55 schools under the care of the city board, occupying 402 rooms for recitation and study; they were classed as high, grammar, primary, and a special primary with Kindergarten features. The school course below the high school covers 8 years, giving to the primary and grammar 4 each. Of the 52 grammar and primary schools 13 were for colored children. There were 12 large modern school buildings erected from the proceeds of the McDonough school fund, while the others belonging to the city were old frame houses, lacking modern improvements. The remaining 13 were rented buildings, poorly adapted to school purposes, and yet they contained 18 per cent. of the children in school. There were, however, encouraging indications of more attention to the sanitary condition and surroundings of the school-houses. School property was valued at \$637,500.<sup>1</sup>—(City report and return.)

<sup>1</sup>In connection with this sketch of the city schools of 1881 comes information that in 1882 a former citizen, Mr. Paul Tulane, of New Jersey, has given to the city a large amount of property within it for the furtherance of higher education. Estimates place it at from \$400,000 to \$2,000,000.

## TRAINING OF TEACHERS.

## NORMAL SCHOOLS AND DEPARTMENTS.

The *Peabody Normal Seminary*, New Orleans, continued to offer free normal training to white graduates of high schools or colleges and other advanced students over 16 years of age from any portion of the State. In its normal department it had junior and senior classes, with a 3 years' course, in which previous studies were reviewed according to the best known methods. In a model school connected with it classes of children were assigned for an hour each day to members of the senior class to enable them to acquire aptitude and experience in teaching and managing schools. The normal pupils for 1880-'81 numbered 70; other pupils, 20; all under 5 instructors. The graduates for the year were 10, of whom 5 were, at date of the return, engaged in teaching. Vocal music entered into the instruction given; there was a respectable library of books on the science and art of teaching, while several educational journals were received. Graduates of distinction are encouraged to return to pursue advanced optional studies, and to such as prove their capacity to teach schools of academic grade are awarded diplomas with the degree of D. P. (*doctrina perita.*) — (Report and return.)

The *Peabody Normal School for Colored Students*, established at New Orleans in 1877, with a 2 years' course, gratuitously fits graduates and advanced scholars of the higher grades of schools over 17 years of age for the work of teaching. No report for 1881 has reached this Bureau.

The *normal department of Straight University*, New Orleans (colored), aims in a 3 years' course to train both sexes for teaching; it reported 81 normal students in 1880-'81, with 61 entered for the following year, of which latter number 29 were women and 32 men, under 4 teachers. — (Catalogues.)

The *New Orleans University* (colored) had in 1880-'81 a normal course of 2 years, but did not indicate the number of normal students. — (Annual report of Freedmen's Aid Society of Methodist Episcopal Church, 1881.)

*Leland University*, New Orleans, forms annual normal classes for such students as desire to prepare for teaching, but does not report how many normal pupils were under training in 1880-'81 out of its 144 students.

## TEACHERS' INSTITUTES.

It is not known that any teachers' institutes were held in 1880-'81. Through the aid of the Peabody fund arrangements were made to hold a few in some of the larger towns in 1882. — (State report.)

## EDUCATIONAL JOURNAL.

The *Louisiana Journal of Education*, published monthly in New Orleans, maintained in its second year the high standard of usefulness it had reached in its first year. One of the editors was formerly State superintendent and the other is city superintendent of New Orleans.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

Of the three high schools in New Orleans reported in 1879 the one for colored pupils seems to have been suspended, as no report of it appears in 1880-'81. The others, 1 for boys and 1 for girls, were reorganized so as to extend the course of study for each from 2 to 3 years. There were 9 teachers and a total enrolment of 267, of whom 88 were in the boys' and 179 in the girls' school, the total average daily attendance being 81 per cent. of the total enrolment. No other high schools in the State are reported. — (City report.)

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, and IX of the appendix, and summaries of these in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Louisiana State University and Agricultural and Mechanical College*, Baton Rouge, the university part of which was organized in 1860, the agricultural and mechanical in 1874, appears, as reported for 1880-'81, to have gained from the consolidation which has been effected. Its yearly income is now \$24,556, from 5 per cent. on \$182,313, the fund of the Agricultural and Mechanical College; from 4 per cent. on \$136,000, seminary fund; and from an annual State appropriation of \$10,000. At the opening of the session of 1880-'81, the new institution was reorganized. The general management was placed under the control of a board of supervisors, 12 appointed by the governor, with annual change of 3, the governor, superintendent of public education, and president of the

faculty being ex officio members. Discipline was intrusted to the president of the faculty, and is strictly military. The optional system under which the institution had been conducted, and which had led to no degrees, was changed for stated courses, with absolute requirements and a fixed standard for degrees.

In place of former schools of literature, science, useful and fine arts, of military science and art, of medicine and law, the university courses were made a classical and scientific of 4 years each, and agricultural and mechanical courses of 2 years, leading to corresponding degrees of bachelor of arts, bachelor of science, graduate in agriculture, and graduate in mechanics. A preparatory department fits for the university courses or for those of agriculture and mechanics. During the year, a workshop was erected and furnished with carpenters' tools. The faculty numbered 10 and the cadets 69. No tuition fees are charged and no female students are admitted. The institution had a library of 17,000 volumes.—(Catalogue.)

The *University of Louisiana*, at New Orleans (non-sectarian), is a separate institution from the State University at Baton Rouge, having existed since 1847 and having been recognized and provided for by the constitution of 1879. It has law, medical, and academic departments, the last including, in 1881, schools of Latin, Greek, English, mathematics, physics and mechanics, chemistry, French, and German. This university is to receive annually from the State a sum not exceeding \$10,000. The degrees to be conferred are B. A., M. A., B. S., and B. LIT. There were 17 members of the faculty, besides lecturers and other instructors, in 1880-'81, and 506 students, including 180 high school and 87 academic. French is taught throughout, and is used in the recitations of the senior classes. Instruction is in schools. There is no curriculum or prescribed course for the college as a whole.—(Catalogue.)

A university for the education of persons of color was authorized by article 231 of the constitution of 1879, and under act 87 of the general assembly of 1880 it was organized as the *Southern University for Colored Students*, with a grant from the State purporting to be of \$10,000 annually. The institution was opened to students in January, 1881, and enrolled a considerable number of students; but, from the fact that it was without funds and that its trustees were unwilling to sacrifice at a ruinous discount the warrants of the State which constituted its only assets, its sessions were closed in June of that year, and even the property purchased for its use was in danger of being sacrificed.—(State school report.)

*Leland University* celebrated its eighth anniversary May 25, 1881, conferring the degree of A. B. on two young men who had completed the regular collegiate course and graduating 6 others from its higher English course, one of whom was a young lady.—(Watchman, July 14, 1881.)

Other institutions of this class reported in some form for 1880-'81 were Jefferson College, College Point, Convent P. O. (Roman Catholic); St. Charles College, Grand Coteau (Roman Catholic); Centenary College, Jackson (Methodist Episcopal South), and the following 4, all in New Orleans: College of the Immaculate Conception, also called The Jesuits' College (Roman Catholic); Leland University (Baptist); New Orleans University (Methodist Episcopal); and Straight University (Congregational). The reports of some are not as definite as could be desired, but apparently all had arrangements for preparatory study in 1, 2, or more years' courses, Jefferson not seeming to go beyond this in the year under review. The others all appear to have had substantially the usual classical collegiate courses, with a fair proportion of scientific studies, though these were not generally arranged in separate courses. Jefferson, St. Charles, and the Immaculate Conception College had also commercial courses; Leland, New Orleans, and Straight, normal instruction, Straight having this arranged in a 3 years' course, with a higher English course of the same length. Leland also had a similar course.

For statistics of all these, see Table IX of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding; for professional courses, Professional Instruction, further on.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The 3 Protestant collegiate institutions in New Orleans—Leland, New Orleans, and Straight Universities—admit young women to equal privileges with young men. For information as to at least 4 other schools designed to afford to young women like advantages, see Table VIII of the appendix.

State Superintendent Fay, in his report for 1880-'81, urged on the legislature the establishment of a first class college for young women, to correspond with the State university for young men in the educational advantages offered; but his recommendation does not appear to have met with favor.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

##### SCIENTIFIC.

A scientific course of 4 years and a 2 years' agricultural and mechanical course following preparatory studies appear in the State University and Agricultural and Mechanical



College at Baton Rouge, a full description of which is given under Superior Instruction. St. Charles College and the University of Louisiana have scientific courses, and other colleges, as before stated, give some scientific instruction in connection with the classical, but not generally in defined and separate courses.

#### PROFESSIONAL.

*Theological.*—Straight University (Congregational), for the education of the colored people, opened 1870, reported for 1880-'81 a theological course of 3 years for college graduates, on completion of which they receive the degree of B. D. Students that have not had a college education on leaving receive a certificate of the amount of their theological studies and the character and degree of scholarship attained. This department had 35 students and 1 graduate. There is no report from others heretofore reporting, except Leland University, New Orleans, which had, according to the report of the Baptist Home Mission Society, 27 students for the ministry in 1881; while, according to the report of the Methodist Freedmen's Aid Society, New Orleans University still gave theological instruction. For full statistics of schools of this class, see Table XI of the appendix.

*Legal.*—The University of Louisiana and Straight University, both at New Orleans, give legal training in courses of 2 years of five months each, having each a faculty of 4 instructors. The former in 1880-'81 had 35 students, the latter 20 and graduated 9.—(Return and catalogues.)

For statistics of these and others reporting, see Table XII of the appendix.

*Medical.*—The medical department of the University of Louisiana (originally the Medical College of Louisiana) required in 1881, as previously, 3 years of study with a regular practitioner, with attendance on two full courses of lectures of 20 weeks each year, and thorough hospital instruction, under 9 professors and instructors. During the session of 1880-'81 there were 204 students, 59 of whom graduated.—(Return and catalogue.) For statistics, see Table XIII of the appendix.

Whether New Orleans University continued in 1881 the 3 years' course of medical lectures advertised by it in 1878 has not been ascertained at the date at which this goes to press.

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Louisiana Institute for the Education of the Deaf and Dumb, Baton Rouge, for 1880-'81, reported 38 inmates, 22 being males and 16 females, under the care of a superintendent, 2 teachers, and a matron and assistant matron. In school the pupils are trained in the branches usually taught in such institutions. The boys work 1 hour a day in cultivating the garden and chopping wood, while the girls are taught to sew and do general housework. System, order, and economy prevailed in every department. During the last 2 years the State had paid its usual appropriation of \$10,000 in depreciated warrants, leaving the institution at the close of 1880-'81 with a debt of \$3,000, which the general assembly would be called on to make good.—(Catalogue.)

No statistics for 1880-'81 of institutions for the training of the blind are at hand.

##### EDUCATION OF ORPHANS.

The German Protestant Orphan Asylum, New Orleans, in 1880-'81 had 104 children, of whom 58 were boys and 46 girls, with 2 principal teachers, one for instruction in German, the other in English. In the morning the larger pupils are taught in English, the smaller in German, reversing this order in the afternoon; thus all are taught the elementary branches in both languages. The girls are taught common sewing and knitting, and twice a week fine needlework by the English teacher, while in the afternoon the boys are taught drawing. Twice a week the older children meet in the evening and are taught vocal and instrumental music. The children are said to be remarkably healthy and are trained for usefulness in household work.—(Louisiana Journal of Education, January, 1881.)

#### EDUCATIONAL CONVENTION.

##### STATE ASSOCIATION.

A State educational convention was held at New Orleans May 23-26, 1872, the governor of the State presiding. The meeting was regarded as the initiative of similar ones in the future, but up to 1880-'81 no further mention of them appears, nor of the local teachers' associations recommended by general assembly of 1870, and they seem to have been abandoned.

#### CHIEF STATE SCHOOL OFFICER.

Hon. EDWIN H. FAY, *State superintendent of public education, New Orleans.*

[Term, January, 1880, to January, 1884.]



**MAINE.**  
**STATISTICAL SUMMARY.**

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (4-21) -----	214, 656	213, 927	-----	729
Enrolled in public schools -----	149, 827	150, 067	240	-----
Average daily attendance -----	103, 115	99, 500	-----	3, 615
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
Towns not divided into school districts.	36	39	3	-----
School districts reported -----	3, 930	3, 966	36	-----
Parts of districts reported -----	353	353	-----	-----
Public school-houses -----	4, 309	4, 308	-----	1
School-houses in good condition -----	2, 859	3, 039	180	-----
Number built within the year -----	67	57	-----	10
Cost of those thus built -----	\$74, 801	\$95, 347	\$20, 546	-----
Estimated value of all school property.	3, 003, 461	3, 026, 395	22, 934	-----
Average time of schools in days -----	120	118	-----	2
<b>TEACHERS AND THEIR PAY.</b>				
Male teachers in the free schools. -----	2, 325	2, 257	-----	68
Female teachers in the same -----	4, 609	4, 683	74	-----
Whole number employed -----	6, 934	6, 940	6	-----
Number that had previous experience.	-----	4, 713	-----	-----
Number that were graduates of normal schools.	415	457	42	-----
Average monthly pay of men -----	\$32 97	\$35 99	\$3 02	-----
Average monthly pay of women -----	21 68	22 28	60	-----
<b>INCOME AND EXPENDITURE.</b>				
Whole receipts for public schools. -----	\$1, 047, 715	\$1, 089, 414	\$41, 699	-----
Whole expenditure for them -----	1, 047, 681	1, 089, 414	41, 733	-----
<b>STATE SCHOOL FUND.</b>				
Amount of permanent fund available.	\$433, 237	-----	-----	-----

(From reports of Hon. N. A. Luce, State superintendent of common schools, for the two years indicated, with written returns from the same for both years.)

**STATE SCHOOL SYSTEM.**

**OFFICERS.**

For the State there is a superintendent of common schools, appointed by the governor and council for 3 years, who acts also as superintendent of State normal schools.

For each town (i. e., township) there is a superintending school committee of 3 members, or in its stead a supervisor of schools, elected by ballot at the annual meeting, to which offices no person is ineligible on account of sex. A school agent is annually elected by each town or district, to call school meetings, take the census of school children, provide fuel, repair school-houses, &c.—(School law, 1881.)

## OTHER FEATURES OF THE SYSTEM.

The State offers free instruction in common English studies to all youth 4 to 21 years of age residing in school districts, and requires the attendance of all capable children between 9 and 15 for at least 12 weeks in each year, unless instructed elsewhere. Parents and guardians of delinquent children are liable to a fine of \$5 for each violation of this rule [and manufacturers have not been allowed to employ children without a teacher's certificate that they have attended school 3 or 4 months the previous year; the penalty of \$50 for such employment was made \$100 in 1880].<sup>1</sup> A scheme for systematic graded instruction in primary and grammar schools was published for the use of the rural schools in 1881. Instruction in mechanical or industrial drawing, as well as in studies beyond the grammar grade, has been for some years optional. Normal schools for training teachers enter into the State system. Teachers must present a certificate as to moral character and fitness for the position from the officer who has examined them, and no teacher may receive his pay until the register of his school, properly filled up and signed, is deposited with the school committee or its agent. Each teacher must include the Constitution of the United States and that of the State of Maine in his instruction, with training also in the principles of morality. The schools are supported from the interest of a permanent school fund, from taxes of 1 mill on \$1 on ordinary property, of 2½ mills<sup>2</sup> on \$1 on deposits in savings banks, and from a tax of not less than 80 cents for each inhabitant, to be annually voted by the school meeting. Failure to raise this last brings a penalty of twice to four times the amount of deficiency on the delinquent city, town, or plantation, with a forfeiture for the year of its portion of the State school money. Besides these required taxes, there may be others for free high schools, for the purchase of text books, and for building or repairing school-houses.—(School law, 1881.)

## GENERAL CONDITION.

The statistics given in the school report for 1881 show an increase of 240 in pupils enrolled in public schools, notwithstanding a decrease in youth of school age, but a very marked and large decrease in the average attendance on both winter and summer schools; this, too, though 36 more districts than in 1880 made reports, and though there was a fair increase in school revenue, in the number of school-houses reported in good condition, in the number of teachers employed, in the number of such who were graduates of normal schools, and although the teachers received higher pay. The average length of school term was 2 days shorter.

Superintendent Luce considers that there has been some gain in the quality of the schools, but deems it impossible to secure great improvement while the district system prevails. He holds this system responsible for the short school term, small schools, poor teachers, lack of order, system, and school appliances, and large waste of public moneys, and consequently wishes to see it superseded by a good town system.—(School report, 1881.)

## KINDERGÄRTEN.

There has been decided growth in the Kindergärten at Lewiston. For statistics of schools of this class, see Table V of the appendix, and a corresponding table in the report of the Commissioner preceding.—(Returns.)

## CITY SCHOOL SYSTEMS.

## OFFICERS.

These are school supervisors, superintending school committees, school agents, and in some cities school superintendents.—(School laws.)

STATISTICS.<sup>3</sup>

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Auburn.....	9,555	3,018	1,962	1,360	51	\$15,921
Augusta.....	8,065	2,342	1,220	975	48	19,796
Bangor.....	16,856	5,479	3,120	2,478	79	30,563
Bath.....	7,874	2,836	1,836	1,536	38	17,112
Biddeford.....	12,651	3,911	1,891	1,335	42	22,674
Lewiston.....	19,083	6,274	2,919	2,062	69	33,232
Portland.....	33,810	10,904	6,608	4,503	132	80,712
Rockland.....	7,599	2,186	1,448	1,130	30	10,856

<sup>1</sup>The provision in brackets seems to have been dropped in the revised school law of 1881.

<sup>2</sup>Erroneously reported as 5 mills in the report for 1880.

<sup>3</sup>The statistics given are from written returns, except as respects Auburn and Portland. As no returns have come from these cities, the figures presented are from the State report for 1881.

## ADDITIONAL PARTICULARS.

*Auburn* reports 31 of its 32 school-houses in good condition; 1 erected during the year, at a cost of \$900; school property valued at \$89,000; and school terms averaging 1 day over 10 weeks of 5½ days each. A decrease is noted in enrolment and rate of average attendance.—(State report, 1881.)

*Augusta* reports 30 of its 33 school buildings in good condition, 1 having been built during the year at a cost of \$22,000; a school term of somewhat more than 11 weeks in summer and 14 weeks in winter; 43 of the 48 teachers females, and 2 of the teachers graduates of normal schools. The return shows that a special teacher of music was employed, but does not designate what grades received instruction.—(State report and city return, 1881.)

*Bangor* had for the public schools 36 buildings, all in good condition, with 72 rooms and 3,500 sittings, valued at \$75,000. Special instruction was given in vocal music and penmanship in all intermediate and grammar schools. Noteworthy changes were the extension of the school year from 32 to 34 weeks, the union of the grammar and high schools under one principal, the introduction of a uniform system of studies, and the establishment of a monthly teachers' meeting, presided over by the committee. The school committee desires to establish an ungraded school for the benefit of working boys, who are employed in large numbers in shops and mills part of the year and are unable to keep up with any specified grade.—(City report and return, 1881.)

*Bath* reports 16 school-houses, 14 in good condition, with 37 rooms and 3,300 sittings, valued at \$59,300. Schools were taught 190 days by 38 teachers, 2 of them graduates of normal schools. The classification is high, grammar, and primary, with ungraded rural schools. Drawing is taught in the primary schools; penmanship, in all schools, by a special instructor. The high school offers 3 parallel courses of study: an English course, with French and German; a classical course, including Latin, French, German, and the more important English studies; and a college preparatory course. In a class of 39 graduates, which was by far the largest number in any one year. 28 were girls.—(City report and return, 1881.)

*Biddeford* reported 23 school-houses, 2 erected during the year, with sittings for 1,835 pupils, valued, with sites and furniture, at \$95,000. Schools were taught 184 days by 10 male and 32 female teachers. An estimated enrolment of 269 in private schools was given for 1881.—(Return, 1881.)

*Lewiston*, with a decrease in enrolment, reports an increase in daily attendance, the average per cent. being 94; 29 school-houses in good condition, with sites, furniture, &c., valued at \$193,050 (1 built during the year at a cost of \$4,278). The length of the school year was 37½ weeks for city and 34½ for rural schools, an injustice to the latter which the superintendent desires to see righted. The ungraded city school has been abandoned, an evening school meeting much better the wants of the class of pupils for whom it was intended. The normal practice school, which has been well conducted for several years, was very successful in 1881, a class of 8 young ladies, with nearly two hundred children, being in attendance.

A teachers' library of professional books has been established from a donation of \$50 and 50 volumes. The teachers' reports to the superintendent show the year to have been one of generally fair success.—(State and city reports and return, 1881.)

*Portland* reported to the State superintendent 16 school buildings in good condition, 1 erected during the year at a cost of \$20,000; entire school property valued at \$350,000; and a school year of 36½ weeks.—(State report, 1881.)

*Rockland* reports but 4 out of 11 school-houses in good condition, all valued at \$50,000; 1 high school, 4 grammar, and 19 primary schools, with about seventeen hundred sittings, in charge of 30 teachers, 2 of them graduates of normal schools.—(State report and city return, 1881.)

## TRAINING OF TEACHERS.

## STATE NORMAL AND TRAINING SCHOOLS.

The 3 State normal schools, at Castine, Farmington, and Gorham, reported for 1880-'81 an attendance of 151 male and 261 female students, of whom 97 graduated and 83 engaged in teaching. They have all adopted a 2 years' course of study, and Farmington has added a graduate course of 1 year, from which a class of 5 graduated at the close of the spring term.

The Madawaska Training School, in its two sessions of 20 weeks each at Fort Kent and Van Buren, had an attendance of 113, an increase of 17. A regular course of study was established, and 6 students were prepared to graduate in June, 1881. Of this class 4 were French, who learned to speak English fluently while in the school.

The normal departments at Vassalboro' and Pittsfield have been in successful operation during the year, with an attendance of 92 in the former and 46 in the latter. At Pittsfield 4 were graduated. Of the 92 at Vassalboro' 33 were teaching at the close of 1881.



## OTHER NORMAL TRAINING.

The normal training and practice class at Portland had 8 graduates, all of whom engaged in teaching. A similar school at Lewiston graduated 8, of whom 4 became teachers.

## TEACHERS' INSTITUTES.

By a resolution of the legislature the sum of \$800 was appropriated for 1881 and a like sum for 1882 to enable the State superintendent to hold teachers' meetings, one or more in each county, during the year. They were to differ from former institutes in that they were to be conducted wholly by resident educators, to continue but 2 days each, and nothing was to be paid for the services of those conducting them—a provision likely to be fatal.

The first meeting, which was successful in both attendance and interest, was at West Waterville in April, and an association was there formed under the new plan. In October and November, 21 meetings were held, bringing into the work over 1,100 actual teachers and a considerable number of prospective ones. The work, while varied in form, was made practically uniform in substance, and has been satisfactory in its results. Twelve new teachers' associations, in addition to 6 previously organized, owe their origin to these meetings.

## SECONDARY INSTRUCTION.

## FREE HIGH SCHOOLS.

Free high schools have been supported in 101 towns, an increase of 15 over the previous year, at a total expense of \$69,469, the State paying only \$16,910. There were registered 7,792 pupils, with an average daily attendance of 5,592. The enrolment included 595 persons engaged in teaching, being an increase of 210 such over the preceding year, which seems to indicate both a disposition on the part of teachers to improve their qualifications and a demand for better qualified teachers in the common schools.—(State report, 1881.)

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools devoted to preparing students for college, see Tables IV, VI, and VII of the appendix, and for summaries of these statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The institutions of this class in the State, excluding the State Agricultural College, continued to be 3 in number in 1880-'81.

*Bowdoin College*, Brunswick (Trinity Congregational), chartered in 1794, reports 14 professors and instructors and 146 students; one regular course, which gives liberal place to scientific studies and after the second year affords a wide range of electives, among which modern languages hold a prominent place. It has special departments of medicine, engineering, and military science. Facilities are also afforded students who desire to pursue graduate study. During the year ending July 1, 1881, gifts and bequests to the amount of \$100,500 were received; also numerous additions to the library and art gallery.

*Colby University*, Waterville (Baptist), reports a faculty of 9 members, with 149 students, a small number being young women. A slight change in the regular course of study was made by the establishment of a department of history. Three preparatory schools are controlled by the college.

*Bates College*, Lewiston (Free Will Baptist), organized in 1857, reports a faculty of 7 resident and 2 non-resident professors; 112 male and 15 female students; a library of 5,771 volumes, which is increased yearly by a fund devoted to the purpose; and a gift of \$1,000. A theological school and preparatory school of Latin are under the control of the college.

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of this class of institutions, see Table VIII of the appendix, and for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The Maine State College of Agriculture and the Mechanic Arts, Orono, organized in 1868 and open to students of both sexes, offers 5 courses of instruction of 4 years each. They are essentially the same for the first 2 years, thus furnishing a necessary basis for the more technical studies and practical instruction of the ensuing years. The return gives 3 students in a graduate course, 4 in a partial course, and 95 males and 8 females in the regular courses. Heretofore tuition has been free. Since August, 1881, a charge of \$30 a year is made.—(Return and catalogue, 1881.)



## PROFESSIONAL.

*Theology.*—The Bangor Theological Seminary (Congregational), established in 1816, has sent out 600 graduates and instructed, without graduation, 160 more. A 3 years' course of study, 5 professors, 25 students, and 10 graduates are reported for 1880-'81. A theological school connected with Bates College, Lewiston (Baptist), reports a 3 years' course, 6 professors, 17 students, and 6 graduates. Theological students are admitted free to all scientific and other public lectures of the college. Both schools require a preliminary examination of candidates for admission who are not college graduates.—(Catalogue and return, 1881.)

No law school reports for 1881.

*Medicine.*—The Medical School of Maine, under control of Bowdoin College, Brunswick, reports a medical faculty of 14 members and a corps of 103 students in 1880-'81. The requirements, as before, are 3 years of study, attendance on 2 lecture courses of only 16 weeks each, a thesis, and the passage of an examination on all the studies of the course. This examination may be either full and final at the close or may be made at the conclusion of each lecture course on the subjects of that course.

The Portland School for Medical Instruction, Portland, which is a high grade preparatory, not a graduating, school, reports 9 professors and 18 students. The physicians and surgeons of the Maine General Hospital at Portland, being members of the faculty, offer ample opportunity for clinical study of medical and surgical cases, allowing students to accompany them in their daily visits to the hospital.

## SPECIAL INSTRUCTION.

## EDUCATION OF DEAF-MUTES, BLIND, AND FEEBLE-MINDED.

The Portland School for the Deaf, under control of the city school board, reports 4 teachers and 26 pupils. The articulation method is successfully used in teaching the ordinary branches of a public school. The State permits parents to send their deaf children either to this school or to the American Asylum at Hartford, at the expense of the State.—(Return and city report, 1879.)

## REFORMATORY AND INDUSTRIAL TRAINING.

The *Maine State Reform School*, Cape Elizabeth, sends no information for 1881.

The *Maine Industrial School for Girls*, Hallowell, reports the last year as one of prosperity. The girls have attended faithfully to their duties in school and work rooms, and the numbers have been equal to the capacity of the building. Clothing has been made for 60 girls and 150 pairs of stockings have been knit, the yarn being prepared by the girls.—(Annual report, 1881.)

## EDUCATIONAL CONVENTIONS.

## MAINE PEDAGOGICAL SOCIETY.

The Maine Pedagogical Society held its first annual meeting at Augusta, October 13-15, and was considered the most notable educational meeting ever held in the State. Representatives of all ranks of educational workers were in attendance. Among the topics discussed were "The nature and limits of government in colleges, seminaries, and public schools," "Value of honors and prizes," "Courses of study and daily programmes of work in rural schools," "Moral education," "Minimum length of schools," "Text books," &c. Important work was planned for the future: committees were appointed to investigate the whole subject of instruction in its several departments and instructed to report on the amount of work to be done in each in schools of different grades, on the character of text books, on methods to be pursued, &c. This society proposes to publish annually a volume containing the most valuable papers and reports presented during the year and a digest of the discussions thereon.—(State school report, 1881.)

## STATE EDUCATIONAL ASSOCIATION.

The Maine State Educational Association held its fifteenth annual session at Biddeford December 29-31. The State superintendent of public instruction made a report on the progress in educational matters during the year. The teaching of temperance in the schools was discussed, and a resolution was adopted favoring the use of free text books. Lewiston, Portland, and some other cities were said to have already introduced the "Temperance Book." The frequent change of teachers as a hindrance to progress was referred to. An excellent paper entitled "Style in teaching" was read by Superintendent Thomas Tash, of Portland, and discussed by Mr. W. E. Sheldon, editor of the *Primary Teacher*, Boston. "Is there work for two educational associations in Maine?" was ably discussed; and it having been decided that one vigorous association could best secure the highest good, it was resolved that the records, funds, &c., of the State associ-

ation be passed over to the Maine Pedagogical Society and no further meeting of this society be hereafter called. A paper "What is practical education?" prepared by Mr. F. E. C. Robbins, of Deering, and in his absence read by his wife, was discussed by C. C. Rounds and others. The question "What sciences shall we teach in high schools, and how shall we teach them?" was presented by Mr. C. W. Penn, of Gorham, and enthusiastically discussed by Superintendent Thomas Tash, of Portland, Miss Estelle Morris, of Farmington, and others. After the reading and discussion of some appropriate resolutions the association adjourned sine die.—(Journal of Education.)

#### CHIEF STATE SCHOOL OFFICER.

Hon. N. A. LUCE, *State superintendent of common schools, Augusta.*

[Term, February 6, 1880, to January, 1883.]

**MARYLAND.**  
**STATISTICAL SUMMARY.**

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (5-20) <i>a</i> -----		6330, 590	-----	-----
Attending public schools-----	162, 431	158, 909	-----	3, 522
Number of these colored-----	28, 221	24, 928	-----	3, 293
Highest attendance in one term-----	132, 672	126, 907	-----	5, 765
Average daily attendance-----	85, 778	79, 739	-----	6, 039
Average daily attendance of colored-----	12, 828	11, 661	-----	1, 167
<b>SCHOOLS.</b>				
Public schools reported-----	2, 044	2, 039	-----	5
Number of these for colored youth-----	399	394	-----	5
<b>TEACHERS AND THEIR PAY.</b>				
Men teaching in public schools-----	1, 330	1, 319	-----	11
Women teaching in these schools--	1, 795	1, 861	66	-----
Whole number employed-----	3, 125	3, 180	55	-----
Number in schools for colored youth	508	494	-----	14
Average monthly pay of teachers--	\$41 06		-----	-----
<b>RECEIPTS AND EXPENDITURES.</b>				
Whole receipts for public schools--	\$1, 483, 862	\$1, 608, 274	\$124, 412	-----
Whole expenditure for them-----	1, 544, 367	1, 604, 581	60, 214	-----
<b>STATE SCHOOL FUND.</b>				
Amount of permanent fund reported	\$906, 229		-----	-----

*a* This is the age for distribution of school funds; for free attendance, it is 6-21 for whites and 6-20 for colored.

*b* Estimated by the Bureau.

(From reports of Hon. M. A. Newell, State superintendent of public instruction, for the two years indicated, with return from him for 1879-'80.)

**STATE SCHOOL SYSTEM.**

**OFFICERS.**

Educational matters affecting the whole State are intrusted to a State board of education composed of the governor, 4 persons selected by him from the presidents and examiners of the county boards, and the principal of the State Normal School (for whites), who is ex officio secretary of the board and superintendent of public instruction. Educational matters affecting counties are under the charge of county school commissioners (3 for ordinary counties, 5 for such as have more than 100 schools); these commissioners are appointed for 2 years' terms by the judges of the circuit courts, and themselves appoint a person not of their number to serve as their secretary, treasurer, and examiner. Educational matters affecting districts into which counties may be divided are given into the hands of 3 persons in each district, selected by the county school commissioners annually. Baltimore City has a special board, for which see City School System, further on.

**OTHER FEATURES OF THE SYSTEM.**

The moneys apportioned to the State free schools for whites come from the interest on a school fund of over \$900,000, from a State tax of 1 mill on \$1 annually levied, and from

the product of certain fines, licenses, and intestate estates. The apportionment is based on the number of white youth in each county and in the city of Baltimore from 5 to 20 years of age, as determined by the last United States census. If this prove insufficient to sustain the schools for the legal period, an additional county tax not to exceed 1 mill on \$1 may be levied. The schools for colored youth get the product of the State school tax on colored people, and since 1874 have received \$100,000 annually additional from State funds. The income is distributed on the same basis as the above. Schools for colored children 6-20 years of age are by law to be opened by the county commissioners in each election district under the direction of a special board of school trustees appointed by the commissioners; and if they have an average attendance of not less than 15 scholars they are to be taught as long as the other public schools of the county, subject to the same rules as those for whites, and with instruction in the same branches. These branches include all ordinary school studies, classified under the rules of the State board in 6 grades, and may reach up into high school or academic grades. Teachers' institutes and a State normal school afford to the candidates for positions as instructors in the schools for whites the means of scientific preparation for such work; and, where still higher preparation has been called for, the State, up to 1881 at least, has provided for it by allowances to certain colleges. To insure fair preparation in teachers for colored schools, a normal school for colored persons has been long aided by the State, and no teacher, white or colored, may be employed in the free schools without a certificate of qualification from the county examiner, the principal of the State Normal School, or the State board of education, unless a diploma from the Normal School shall be presented showing that the candidate has graduated there. After employment reports must be made quarterly, according to law, before pay can be claimed for services. The boards of county school commissioners determine and may purchase the text books for use in the county schools. These must contain nothing sectarian or partisan.

#### GENERAL CONDITION.

The statistics for 1880-'81, as compared with 1879-'80, show a decrease of 3,522 in enrolment, of 6,039 in average attendance, and of 3,293 in enrolment of colored pupils. There were 5 fewer colored schools. In male teachers there was a loss of 11, while in females there was a gain of 66, a net gain of 55. In the teachers of colored schools there was a falling off of 14. Receipts for public schools were greater by \$124,412 and expenditures by \$60,214. The main difficulty in the way of improvement is the inadequacy of the school revenues. In 14 counties the schools were taught less than 10 months, and 900 teachers were thrown out of employment, whose services could have been secured for the full school year by a small addition to their salaries. The census of 1880 reveals the presence in the State of 134,488 illiterates over 10 years of age, 90,172 of them being colored. It is only since 1872 that, with an annual appropriation of \$50,000, increased in 1874 to \$100,000, schools have been opened for colored children where rooms could be obtained, only a few good houses having been built. "Much," says the superintendent, "has yet to be done before this army of illiterates is driven entirely off the field. Nothing can be done without more money, and the people of Maryland, however willing, do not feel able to increase their taxes."—(State report.)

#### KINDERGÄRTEN.

For information in regard to these schools reporting in 1880-'81, see Table V of the appendix.

#### CITY SCHOOL SYSTEM OF BALTIMORE.

##### OFFICERS.

The public schools of the city of Baltimore are under the control of a board of school commissioners of 20 members, 1 from each city ward, appointed by the city council for 4 years, 5 going out each year. The board elects annually a secretary, also a superintendent and assistant superintendent of schools, each to serve 4 years.

##### STATISTICS.

The population ascertained by the United States census of 1880 was 332,313; youth of school age reported in 1881, 86,961; number enrolled, 47,048; average daily attendance, 29,424; number of teachers, 824; expenditure for school purposes, \$681,921.

##### ADDITIONAL PARTICULARS.

Baltimore reported in 1881, as under the care of the board, the Baltimore City College (which serves partly as a high school for boys), 2 female high schools, 39 grammar, 59 primary, 5 public (formerly English-German), and 14 colored schools, 120 in all; and 824 teachers employed, of whom 84 were men and 740 women: 13 in the Baltimore City



College, 22 in the 2 high schools, 264 in the grammar, 81 in the public, 346 in the primary, and 90 in the colored schools, besides 4 teachers of music and 4 of drawing. There were 543 pupils in the Baltimore City College November 20, and 818 within the year. Of the other white pupils there were 1,215 in the two girls' high schools within the year, 15,479 in the grammar, 4,334 in the public, and 22,979 in the primary schools. Of colored pupils there were 6,303, 618 of these being in the colored grammar and 5,685 in the colored schools of lower grades. The total number of different pupils during the year was 47,048, an increase over the preceding year of 333. The schools occupied 65 buildings, 59 of which were owned by the city; 3 were used by high schools, 14 by grammar, 25 by primary, 4 by public, 6 by grammar and primary schools jointly, 1 by colored grammar, and 6 by colored primary schools. All were valued, with grounds, furniture, and apparatus, at \$1,730,000.

On the whole, the work of the schools during 1880-'81 was regarded as satisfactory; the board and superintendent had the coöperation of the city authorities and the public; 2 new buildings were erected and old ones repaired, furnishing facilities where most needed; attendance was increased; teachers worked with zeal and fidelity, and the standard of free education was advanced. The Baltimore City College, in its 5 years' course, continued to prepare its students for Johns Hopkins University. The high schools for girls, under a reduction of their studies, increased in the number, health, and efficiency of their pupils, and continue to enjoy the confidence and support of the people. The addition of a sixth grade to the grammar schools proved highly beneficial. Special attention was given to the grammar and primary schools. In the public schools (German-English), while the teachers of German had acquired greater proficiency in their work, the discipline and scholarship were satisfactory, and the applicants for admission exceeded the accommodations. The colored schools were well sustained, under faithful and competent teachers. Several pupils in the grammar school completed the course and received appointments in the colored schools in the counties. The 5 evening schools reported in 1879-'80 as closed for want of attendance were not reopened at date of last report; nor was the Saturday normal class, which was suspended last year with a view to reorganization on a new basis.—(City report.)

The census of 1880 returns 28,433 persons over 10 years of age unable to write in the city of Baltimore, which is 33 per cent. of its school population and equal to 54 per cent. of its school enrolment.—(State report.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

The members of the State board of education are ex officio trustees of the State Normal School at Baltimore. The school, organized in 1866, received \$10,000 in 1880-'81 from the State, that being \$37.90 per capita of the enrolment. There were for the year 14 instructors, 264 students, and 37 graduates, 25 of whom were teaching. Its course of study covered 3 years, including a model school; drawing and vocal and instrumental music enter into the course. Its certificates admit to teach in the State or city without examination. In its students every county was represented, every seat was filled, and every graduate found immediate employment; of the 824 teachers in the State, 424 were trained in normal schools.—(State report and return.)

### OTHER NORMAL SCHOOLS.

The Baltimore Normal School for the Education of Colored Teachers, organized in 1862, received, in 1880-'81, \$2,000 from the State, and had 6 instructors, 145 students (22 of them normal), a 4 years' course of study (including map drawing, vocal music, and primary classes in a model school), and charged a tuition fee of \$10 a year. Its library contained 1,010 volumes, increased by 190 during the year. The number of students was larger than in the previous year, and the school enjoyed the confidence of the colored people.—(Return and State report.)

The Normal Kindergarten Training School, under Anna W. Barnard, reported in 1879-'80, does not appear in reports for 1880-'81.

A training class for Kindergartners is reported in connection with the New Education School and Kindergarten in Baltimore, by the Misses French and Randolph, and another in connection with the female department of New Windsor College, New Windsor, under Mrs. J. I. B. Woodruff. The same college announced for 1880-'81 instruction in didactics, with practical training in normal methods.—(Circulars.)

### TEACHERS' INSTITUTES.

The report of the board of education gives little information in regard to institute work for 1880-'81. The law requires one to be held in each county for 5 days every year under the county examiner, but the only reports are from the superintendent of Kent

County, where a teachers' institute was conducted by the principal of the State Normal School and gave much useful information, and from the superintendent of Talbot County, who states that one was held at Oxford, at which every teacher but one was present, and also that one was opened for colored teachers and held 5 days.—(State report.)

The Cumberland Teachers' Institute, a summer normal school for the teachers of Alleghany County and the city of Cumberland, appears to have held its usual session, as \$100 were paid teachers for it; but no account of its work or attendance is given.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

In the report of the State board of education for 1880-'81 high schools are not mentioned; yet their presence in most of the counties is indicated by the number of public school pupils reported as pursuing studies of a high school grade, as follows: In book-keeping, 1,407; algebra, 2,532; philosophy, 2,361; drawing, 1,707; geometry, 1,152; physiology, 1,928; Latin, 616; Greek, French, German, and music, 199.

In the 3 high schools in Baltimore there was a total attendance of 2,033, an increase of 627 over the previous year, and 35 teachers. A reduction of studies in the girls' high schools was beneficial; and it was hoped the same relief from too many studies would soon be given to the City College.—(City and State reports.)

### OTHER SECONDARY SCHOOLS.

Sixteen academies and academic schools (including the Maryland School for Deaf and Dumb), reported in 11 counties in 1880-'81, received from the State school fund \$35,826 and reported 42 teachers and 889 students, of whom 29 were studying Greek; 169, Latin; 29, French; 16, German; 185, algebra; 86, geometry; 16, trigonometry; 122, natural philosophy; 27, chemistry; 77, physiology; 14, botany; 4, logic; 36, rhetoric; and 70, English literature, all pupils in these studies being in the schools outside of that for the deaf and dumb.

For full statistics of these and other academic schools reporting, also business colleges and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of the same, see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Johns Hopkins University, Baltimore, receives various classes of students and provides courses of study adapted to different vocations and special needs of individuals, classifying them as collegiate and university students. For the collegiate a rigid and high standard of matriculation is maintained, and instead of one curriculum which all are required to follow different combinations are offered; from these the student may choose, each combination being so arranged that at graduation every student will have been trained in advanced mathematics and a branch of science, Latin, German, French, and English, with some branches of historical and philosophical investigation; when he has passed the stated examinations, the degree of A. B. is conferred.

University students are graduates of institutions of acknowledged standing who desire to prosecute advanced courses of literary and scientific work. To these the utmost facilities are accorded. They may be enrolled as candidates for the degree of PH. D.; and for their encouragement 20 competitive fellowships, with a salary of \$500 each and free tuition, are annually awarded; and as an additional inducement 10 graduate scholarships were bestowed during the year. Besides these there are 20 "Hopkins scholarships," giving free tuition to young men of promise who need aid. These were distributed among students from Maryland, the District of Columbia, Virginia, and North Carolina.

A course of studies has been arranged preliminary to a medical course; the students are classed as non-matriculいたes. Certain privileges have been extended to teachers following special courses, to medical students attending demonstrations in physiology, and to others admitted to the lectures in Hopkins Hall, but none of the above are enrolled as students. There were in 1880-'81 176 enrolled students, 102 of whom were graduates or university students, including 20 fellows, 37 matriculates or collegiate students, and 37 non-matriculいたes, with 39 on the academic staff.

Other institutions of this collegiate class reported for 1881 are St. John's College, Annapolis; Baltimore City College, Baltimore; Washington College, Chestertown; Frederick College, Frederick; and New Windsor College, New Windsor (all non-sectarian); with Loyola College, Baltimore; Rock Hill and St. Charles Colleges, Ellicott City; Mount St. Mary's College, Emmittsburg (Roman Catholic); and Western Maryland College, Westminster (Methodist Protestant). New Windsor comes now for the first time among the colleges, having previously presented itself as academic. All the 10 show arrangements

for instruction in studies preparatory to true collegiate work, and all present courses of classical collegiate study substantially of 3 or 4 years' duration, except Frederick College, which indicates thorough work, but does not state clearly the time given to it. Only Rock Hill College presents a special scientific course, separate from the classical after the sophomore year; but St. John's, Baltimore City College, Frederick, and New Windsor appear also to give a fair proportion of scientific studies. St. John's had a graduate course of 2 years preparatory to the degree of A. M.; Washington, a special or partial course for such as were not able to take a full one; New Windsor, arrangements for moral training; and Loyola, Rock Hill, Mount St. Mary's, and New Windsor, commercial courses, that at Loyola covering 4 years, that at Rock Hill 2 years. New Windsor and Western Maryland Colleges receive young women as well as young men, but train them in separate departments and in shorter courses.—(Catalogues and returns.)

Under a law of 1872 St. John's, Washington, Frederick, and Western Maryland Colleges have received annual donations from the State, which in 1880-'81 amounted to \$21,800. In return these colleges issue free scholarships, good for 4 years, to students selected by the county boards after competitive examinations, the holders being pledged to complete the full course of the college which they enter and to teach in the public schools of the State at least 2 years after graduation. In its report for 1880-'81 the State board questions the wisdom of continuing these donations, and proposes the appointment by the legislature of a commission to examine the subject in all its bearings.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For information respecting the 4 or 5 schools for the higher education of women reported for 1881, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

Music, drawing, painting, French, and German studies seem to enter into the courses of all. Baltimore Female College and Lutherville College report apparatus and other means for illustrating study, and the same 2, with Frederick Female Seminary, undertake to instruct in Latin and Greek, of which the others make no mention.—(Catalogues and returns.)

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

##### SCIENTIFIC.

The 3 schools for higher scientific training in this State are the Maryland Agricultural and Mechanical College, College Hill; Johns Hopkins University, Baltimore; and United States Naval Academy, Annapolis.

The *Maryland Agricultural and Mechanical College* reported for 1880-'81 a faculty of 7 professors and 55 students, and continued to offer instruction in 7 departments of study, each course covering 4 years. The facilities in the agricultural department are a farm of 236 acres, scientifically managed, vegetable, fruit, and flower gardens, with various cabinets, and a well arranged laboratory for chemical analysis. Instruction in military tactics is in the regular course. The degrees conferred are A. B., B. S., A. M., and bachelor of agricultural science, this last conferred on students passing satisfactorily the course in agriculture.

In the *United States Naval Academy* the students are classed as cadet midshipmen and cadet engineers. In 1880-'81 there were 221 of the former and 104 of the latter. The training includes in the range of studies the higher mathematics, physics, astronomy, chemistry, mechanics, navigation, surveying, seamanship, gunnery, ordnance, drawing, modern languages, and such other branches as complete a literary and naval education. This course, which covers 4 years, is followed by 2 years at sea. The number of cadet midshipmen allowed is 1 for every Member and Delegate of the United States House of Representatives, 1 for the District of Columbia, and 10 appointed at large.

*Johns Hopkins University* offers to graduate students large facilities for the most advanced scientific studies, while to undergraduates it affords the scientific studies usual in collegiate courses. Students have the benefit of 3 scientific laboratories fully equipped for work in chemistry, physics, and biology, a branch of the last being worked in summer at the seaside. The university library contains 10,000 volumes, and 6 other libraries in the city, containing 156,000 volumes, are readily accessible to the students. University professors are free to give personal counsel and instruction, books and instruments for advanced work are provided, and instruction is imparted through such methods as will encourage students to become independent and original investigators. By the abandonment of the class system, students who have had early advantages, with uncommon talent and good health, can push forward as rapidly as they please. Four associations, composed of the instructors and advanced students, have met monthly for the presentation of scientific and literary papers. A naturalist field club made weekly excursions during the spring and autumn and held regular meetings for the reading and discussion of papers.—(Register for 1880-'81.)



## PROFESSIONAL.

*Theological* instruction continued to be given under Roman Catholic auspices in the following 4 institutions of the archdiocese of Baltimore: Theological Seminary of St. Sulpice and St. Mary's, Baltimore; ecclesiastical department of Mount St. Mary's, Emmittsburg; Scholasticate of the Congregation of the Most Holy Redeemer, Ilchester; Philosophical and Theological House of Studies of Woodstock College, Woodstock; and under Methodist Episcopal auspices in the Centenary Biblical Institute, Baltimore, which is for the training of young colored men. In the former there was instruction in dogmatic and moral theology, canon law, church history, sacred eloquence, liturgic ceremonies, Gregorian chants, &c. In the latter the training was necessarily more rudimentary and less complete. In the first 4 mentioned 304 students were reported, in courses of 4 to 7 years in length, under 27 instructors; in the last, 30 counted as theological, in a course that covered 2 preparatory years, 4 normal, and 3 theological, under 4 instructors.—(Reports and returns.)

*Legal*.—The Law School of the University of Maryland offers a course of 2 years of 34 weeks each, requires an examination for admission, and confers the degree of bachelor of laws on those who attain 75 per cent. in examinations and submit satisfactory theses. Of the 60 students enrolled in 1880-'81, 33 graduated and 30 had received degrees in letters or science.—(Return and catalogue.)

*Medical*.—The School of Medicine of the University of Maryland and the College of Physicians and Surgeons, both at Baltimore, were in 1880-'81 the "regular" medical schools in the State, each presenting the usual 3 years of study and 2 of lectures,<sup>1</sup> each offering and recommending a 3 years' graded course, but not requiring it. The former enrolled 191 students, under 24 instructors, and graduated 73; the latter, organized in 1872, had 12 instructors, 360 students, and graduated 153.<sup>2</sup>—(Returns and catalogues.)

*Dental*.—The Baltimore College of Dental Surgery, organized in 1839, claims to have been the first institution of its kind in the world. During its history of 41 years, up to 1880-'81, 1,817 students had attended its annual sessions, and 1,085 had graduated. It presents a course covering 2 years of 22 weeks each, embracing the principles and practice of dental science and surgery, anatomy, physiology and pathology, therapeutics and materia medica, chemistry, dental mechanism, metallurgy, and infirmary practice. In 1880-'81 there were 11 instructors, 93 students, and 53 graduates. A new college built during the year is said to be the finest and best equipped building in the world devoted exclusively to dental instruction. The college extends relief to more than 2,000 charity patients every year. The session of 1880-'81 is reported as the most prosperous in the history of the college.—(Catalogue and return.)

*Pharmacy*.—The Maryland College of Pharmacy, Baltimore, continued in 1880-'81 to require for graduation a thesis, attendance on 2 courses of lectures of 5 months each, with a course of analytical instruction and an apprenticeship of 4 years in the business.

For full statistics of professional schools reporting, see Tables XI, XII, and XIII of the appendix; for summaries of these statistics, corresponding tables in report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB.

The *Maryland School for the Deaf and Dumb*, Frederick City, reported for 1881 an attendance of 90 pupils, of whom 52 were males and 38 females, under 10 experienced teachers; four to six years was the average time spent in the institution; and 248 deaf-mutes have been trained during the 14 years of its existence; 3 of its graduates are teaching in similar institutions. Such students as give promise of benefit from training in voice and lip culture are placed under the daily instruction of a special teacher. The common English branches, and in special cases the advanced studies, are taught, including drawing. The girls are instructed in sewing and housework; while the boys are trained in the cabinet, shoeshops, and printing office.—(Catalogue and return.)

The *School for Colored Deaf and Dumb*, Baltimore, was reported for the same year to be well established and thorough. It had 20 pupils under 10 instructors.—(Catalogue.)

*F. Knapp's Institute*, Baltimore, a school for deaf and dumb opened in 1876, sends no report for 1880-'81.

## EDUCATION OF THE BLIND.

The *Maryland Institution for the Instruction of the Blind*, Baltimore, reported for 1880-'81 the employment of 10 instructors, with 7 blind employes and workmen, and the attendance of 60 inmates; it has admitted 252 pupils since its foundation in 1853. In the school the primary, intermediate, and higher English branches were taught, and special

<sup>1</sup> These lecture courses are of 5 months each.

<sup>2</sup> As this passes through the press, news comes of another medical college for women, taught by some of the same professors as the other two, which is to begin its sessions in October, 1882.



instruction in vocal and instrumental music and piano tuning was given. In the industries the pupils were taught broom and mattress making, chair caning, sewing, and housework. There were 562 volumes in the library; school property was valued at \$339,400. (Return.)

The *Institution for the Colored Blind and Deaf-Mutes*, Baltimore, established in 1872, sends no report for 1880-'81.

#### INDUSTRIAL AND REFORMATORY TRAINING.

The *McDonogh Institute*, Owing's Mills, connects farm and garden work with its instruction of poor boys of good character and fair capacity from the city of Baltimore. The school, organized under the will and from a bequest of the late John McDonogh, of New Orleans, a native of Baltimore, was established to educate in a farm school near Baltimore such boys as needed the advantages of education in connection with healthful industries and pure country air. The training given is meant, like that at Girard College, Philadelphia, to fit the subjects of it to fill respectable positions in almost any ordinary business. In 1880-'81 there were 50 boys under a principal, 3 instructors, and a matron.—(Report of trustees.)

*St. Mary's Industrial School for Boys*, Baltimore, established in 1866 as a reformatory institution, had, in 1880-'81, 544 boys, 3 of whom were apprenticed, 88 returned to their parents or guardians, and 7 sent to St. James Home. Since its opening, 1,592 inmates had been taught some useful trade, receiving a sensible education and proper moral instruction. The industries taught were printing, shoemaking, tailoring, carpentry, and blacksmith work, besides gardening, farming, baking, laundry, and general work of the house. Hundreds of the boys were earning a respectable living, filling positions of trust, and by their blameless character were an honor to their alma mater.

The St. James Home, an annex to the above, opened in 1878, receives homeless boys, and during the 3 years of its work had furnished homes for 156. The inmates pay a certain pro rata of their earnings, and the balance is deposited to their credit in a bank. During the year their wages amounted to \$3,258.—(Annual report.)

#### INSTRUCTION IN ART.

The Schools of Design of the Maryland Institute, Baltimore, are twofold: (1) The classes in mechanical and free hand drawing meet only at night and are open only to males. Since the reorganization of the school, with increased and improved material, the classes have been fully attended and the progress of the pupils marked. The teaching in this school is especially adapted to the needs of workers in the industrial arts. (2) The day schools, open to both sexes, are for the teaching of high art, so called in distinction from work in drawing given in the night schools. For 1880-'81 these schools were reported as having a very large number of students and having done excellent work. A large number of casts had been added to the apparatus, and classes formed in almost every department of art study.—(State report.)

#### EDUCATIONAL CONVENTION.

##### ASSOCIATION OF PUBLIC SCHOOL COMMISSIONERS.

The public school commissioners held their regular annual meeting November 29 and 30, 1881, representing 19 counties and the city of Baltimore. After a free discussion of the school affairs of the State, resolutions were adopted recommending that the whole proceeds of the public school tax of 10 cents on the \$100 be given, as formerly, to the support of the white schools, and that an appropriation from the general treasury of not less than \$100,000 be made, as formerly, for the colored schools; and as it had been found impracticable to establish a high school in every county, as contemplated in the State school system, the county boards should arrange with the academies and private schools endowed by the State to receive such youth as desire a higher grade of instruction than can be had in the existing public schools.—(State report.)

#### CHIEF STATE SCHOOL OFFICER.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

[Seventh term, January, 1880, to January, 1882.]

## MASSACHUSETTS.

## SUMMARY OF SCHOOL STATISTICS.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (5-15)-----	307, 321	312, 680	5, 359	-----
Total public school enrolment-----	306, 777	325, 239	18, 462	-----
Number over 15 enrolled-----	25, 020	24, 344	-----	676
Average daily attendance-----	233, 127	233, 108	-----	19
Average number belonging-----	261, 247	262, 031	784	-----
Per cent. of attendance on average membership.	89	89	-----	-----
Number attending evening schools-----	10, 360	10, 294	-----	66
Average attendance in evening schools.	4, 503	4, 765	262	-----
Attendance in high schools-----	18, 758	18, 900	142	-----
Attendance in charitable and reformatory schools.	1, 081	945	-----	136
In academies and private schools-----	26, 289	25, 911	-----	378
SCHOOLS.				
Number of public schools-----	5, 570	6, 001	431	-----
Average term, in days-----	177	178	1	-----
Number of evening schools-----	116	97	-----	19
Number of high schools-----	215	215	-----	-----
Charitable and reformatory schools-----	17	15	-----	2
Academies and private schools-----	423	417	-----	6
TEACHERS AND THEIR PAY.				
Men teaching in public schools-----	1, 133	1, 134	1	-----
Women teaching in public schools-----	7, 462	7, 727	265	-----
Total number of teachers-----	8, 595	8, 861	266	-----
Average monthly pay of men-----	\$67 54	\$85 54	\$18 00	-----
Average monthly pay of women-----	30 59	38 49	7 90	-----
Teachers in high schools-----	494	595	101	-----
Teachers in evening schools-----	389	408	19	-----
In charitable and reform schools-----	21	23	2	-----
INCOME AND EXPENDITURE.				
Receipts for public schools-----	<i>a</i> \$4, 622, 609	<i>a</i> \$4, 851, 567	\$228, 958	-----
Expenditure for public schools-----	65, 156, 731	65, 776, 542	619, 811	-----
STATE SCHOOL FUND.				
Amount of school fund-----	\$2, 086, 886	\$2, 086, 886	-----	-----
Income of school fund-----	138, 016	138, 775	\$759	-----

*a* Some items are evidently not included.*b* Besides appropriations to charitable and reformatory schools.

(From reports of the State board of education and of its secretary for the 2 years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

A State board of education, one of its members a woman, has general charge of public school affairs; its executive officer is a secretary, who acts as State school superintendent and has agents to assist him in visiting the schools. There is also a State director of art education, who has supervision of drawing in the public schools of cities with 10,000 or more inhabitants. Town school officers are committees of 3 members or some multiple of 3, elected by the people for 3 years; but in the few towns that had not abolished the district system in 1880-'81 there was a prudential committee of 1 for each district.<sup>1</sup> Cities and towns may by vote require their school committees to appoint superintendents of public schools.

No person is ineligible to serve on school committees by reason of sex; and it appears from the returns in 1881 that 98 women were serving on the school boards of 72 towns.

## OTHER FEATURES OF THE SYSTEM.

The public schools are sustained by local taxation and by the income of the State school fund, one-half of which is for general educational purposes, the remainder for specific appropriations. Towns and cities cannot in any year receive their share of State funds unless they have raised a school tax of at least \$3 for each child therein 5 to 15 years of age, provided and taught for 6 months sufficient schools for all children of that age, and made provision for the enforcement of the truancy laws. If the inhabitants number over 10,000, free schools (either day or evening) must also have been provided for the instruction of youth over 15 in industrial or mechanical drawing; and in towns containing 500 families a high school must have been established. Towns that fail to provide for the support of schools as required, not only lose their share of State funds, but also forfeit a sum equal to twice the highest amount they have ever voted for school purposes. Towns neglecting to elect school committees forfeit from \$500 to \$1,000. The city council of any town may establish one or more industrial schools and raise and appropriate the money necessary to make them efficient, and any town may establish additional day or evening schools for persons over 12. The system also comprises normal schools (including a normal art school), teachers' institutes, a State agricultural college, truant and reform schools, and schools for the deaf and dumb, the blind, and the feeble-minded. Teachers must have certificates of qualification from school committees, and cannot receive pay unless they have made due report of school statistics. Committees must report annually to the secretary of the board.

To secure for all youth in the State some measure of education, the law, since 1876, has forbidden the employment of children under 10 years of age in any manufacturing, mechanical, or mercantile establishment, as well as the employment, while the public schools are in session, of any child under 14 years of age who cannot read and write, unless he has attended some school at least twenty weeks of the preceding school year; while since 1878 no child under 14 who cannot read and write may be employed during the public school sessions.

No discrimination is to be made in the schools as to race, color, or religious opinions. The Bible is to be read in them without note or comment, but no child may be made to read it in a version of which the parent or guardian disapproves. School committees choose the text books to be used and prescribe the courses of study to be pursued.

## GENERAL CONDITION.

The statistics show that with only 5,359 more of legal school age enumerated there was an increase of above 18,000 in the number of pupils enrolled in public schools. The enrolment exceeded the number of children of school age 5 to 15, from the fact that some who were under and many who were over the legal age attended. The average membership was slightly greater than during the previous year, though not enough to change perceptibly the percentage of attendance based on it. In evening schools there was a greater average attendance, although the total number enrolled was slightly less. The number of public schools increased in fair proportion to that of the children needing them, and the average term increased one day. More teachers were employed by 266, all but one of these being women. The average monthly pay of men was increased by \$18; that of women, by \$7.90; and the total public school expenditure, by \$619,811. The same number of public high schools were taught, but more pupils attended them and more teachers were employed in them. Fewer academies, private schools, and charitable institutions were reported, with fewer teachers and pupils.

Among other evidences of popular interest in the schools noted in the report are the

<sup>1</sup>Information has come that in 1882-'83 the district system is to be superseded by the town system in all cases.



amount of money raised for their support (which in 1890-'81 allowed \$18.47 for every child of legal school age), the large percentage of children attending, and the interest taken by public school teachers in preparing themselves for their work by study in normal schools and attendance on institutes and teachers' associations. Institutes greatly multiplied, and exercised a marked influence in improving public school attendance and courses of study. The school committee associations, new organizations that have sprung up within 4 years, and of which there were 9 in 1880, had been especially influential. Courses of study have been marked out by them, the public mind has been awakened to the importance of securing a better attendance, and through their influence a county truant school was established, which it is hoped will soon lead to the establishment of others. They have considered the necessity of securing trained teachers and of adapting methods of teaching to the minds of pupils, and have resolved to furnish the schools with more adequate means of teaching and study. They have approved of reducing the schools in the towns to the smallest number consistent with efficiency, and unanimously resolved in favor of placing over all the public schools of the Commonwealth an educated superintendence.

The necessity for additional supervision was demonstrated anew by the results of examinations into the condition of schools in Bristol and Franklin Counties. The two agents of the board, Mr. E. A. Hubbard and Mr. George A. Walton, conducted these examinations in accordance with a plan agreed upon, embracing everything affecting the character and condition of the schools. The conclusion drawn from them and from examinations made of schools in Norfolk County the year before was that there was an imperative demand for an addition to the school forces which shall have for its province a systematic and constant direction of all school affairs. This want has been met in certain portions of the State by a union of two or more towns into one district for the purpose of employing a superintendent, a school law of 1870 having authorized such action. Two districts have been formed and the union superintendents over them are doing a good work. It is believed that if all the smaller towns of the State could be united into convenient districts for supervision, the conditions of good schools would be supplied.

The secretary reports that in 72 towns 98 women were serving efficiently on school committees, and says it is the uniform testimony of the agents of the board that wherever women are thus employed school affairs are in a progressive condition.

#### PROGRESS UNDER THE STATE BOARD.

Since the organization of the board of education in 1837 a uniform system of State schools has been created, a comprehensive plan of collecting accurate school statistics has been established, 6 State normal schools for the professional training of teachers have been organized, and methods of teaching have been very much improved. In addition to these changes, laws have been passed for the use of a uniform method of selecting and examining teachers; establishing uniform courses of studies for the different grades of schools and a minimum time of attendance by pupils; requiring drawing to be taught as a preparation for industrial occupations in towns and cities with more than 10,000 inhabitants, and permitting it in smaller places; organizing a normal art school for the preparation of teachers in this branch of study, and placing over it a skilled director from one of the best and most practical of foreign schools. In 1846 and 1878, on the recommendation of the board, the successive compulsory school laws that have secured to children their right to a fair minimum of education were passed, and since 1873 laws have existed obliging towns and cities to make all needful provisions for repressing truancy, including the establishment of schools for truant. To lessen the expense of these schools, 3 or more towns were allowed from the first to require of their county commissioners the opening of such schools, and in 1881 counties to the number of 2 or 3 were allowed to unite for a like purpose. These things, with others, have rounded out the State school system to proportions that, if not complete, are more nearly so than those of any other State.

#### KINDERGÄRTEN.

For information as to these useful pioneers in primary instruction, see Table V of the appendix; for a summary of Kindergarten statistics for the State, see a corresponding table in the report of the Commissioner preceding.

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

School committees of 3 members, or some multiple of 3, are elected annually, one-third going out each year. There is also in the larger towns a superintendent.



## STATISTICS.

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Attleborough .....	11,111	1,866	2,058	1,359	63	.....
Beverly .....	8,456	1,441	1,407	1,102	34	.....
Boston .....	362,839	57,703	59,768	44,885	1,117	\$1,775,037
Brookton .....	13,608	2,267	2,444	1,769	46	28,628
Brookline .....	8,057	1,303	1,418	1,023	34	36,003
Cambridge .....	52,669	9,390	8,537	6,614	201	.....
Chelsea .....	21,782	3,648	4,169	2,877	67	\$54,027
Chicopee .....	11,286	2,186	1,657	1,923	42	28,825
Clinton .....	8,029	1,671	1,594	1,127	29	21,305
Fall River .....	48,961	9,763	9,363	5,845	154	.....
Fitchburg .....	12,429	2,344	2,625	1,771	65	36,937
Gloucester .....	19,329	4,008	3,999	3,154	94	.....
Haverhill .....	18,475	3,500	3,405	2,492	74	.....
Holyoke .....	21,915	4,267	3,163	1,613	54	58,881
Lawrence .....	39,151	6,865	6,301	4,480	141	89,901
Lowell .....	59,475	9,121	9,297	5,961	181	\$168,971
Lynn .....	38,274	6,229	6,299	4,730	114	93,677
Malden .....	12,017	2,082	2,781	1,825	52	.....
Marlborough .....	10,127	2,121	2,267	1,645	49	20,893
Medford .....	7,573	1,204	1,320	1,076	33	29,719
Milford .....	9,310	1,894	2,301	1,542	47	.....
Natick .....	8,479	1,665	1,757	1,413	38	.....
New Bedford .....	26,845	4,083	4,359	3,505	115	78,107
Newburyport .....	13,538	2,486	2,106	1,475	47	26,849
Newton .....	16,995	3,182	3,418	2,671	84	\$85,899
North Adams .....	10,191	2,168	2,040	1,479	40	.....
Northampton .....	12,172	2,089	2,176	1,656	72	.....
Peabody .....	9,028	1,714	1,669	1,293	43	.....
Pittsfield .....	13,364	2,521	2,716	1,774	74	\$31,115
Quincy .....	10,570	1,948	2,097	1,502	66	33,401
Salem .....	27,563	4,862	4,491	2,784	89	.....
Somerville .....	24,933	5,054	5,540	4,004	97	82,361
Springfield .....	33,340	5,865	5,834	4,250	119	95,032
Taunton .....	21,213	3,464	3,568	2,594	77	48,298
Waltham .....	11,712	2,146	2,306	1,653	45	.....
Westfield .....	7,587	1,334	1,648	1,090	55	.....
Westmouth .....	10,570	2,028	2,191	1,700	61	.....
Woburn .....	10,931	2,229	2,280	1,834	51	34,413
Worcester .....	58,291	10,988	10,887	7,697	204	200,485

a From taxation only.

## ADDITIONAL PARTICULARS.

*Attleborough* reports an increase of 187 in youth of school age, of 124 in the number enrolled in public schools, and of 71 in average daily attendance. There were 2 public high schools, with 89 pupils, and 1 private school, with 25 pupils.—(State report.)

*Beverly* had 53 more youth of school age, 26 more enumerated, a decrease of 2 in average attendance and in teachers employed, 1 high school with 138 pupils, and 2 private schools with 50 attending.—(State report.)

In *Boston* the statistics show fewer children of legal school age than in 1879-'80, a larger number of public pupils enrolled, and a smaller average daily attendance. The public school system comprised, as before, primary, grammar, high, and evening schools (including an evening high and 6 evening drawing schools), a normal school, the Horace Mann School for the Deaf, and 2 schools for licensed minors.

Among the important modifications in methods of government and instruction made during the past few years the committee note the organization of the board of supervisors, the use of reading supplementary to that in the school books, and certain changes in the conduct of the primary schools. The board of supervisors was appointed to supply a need felt for more thorough supervision. Among other duties it is to examine candidates for teaching, to visit every school, note the work of each teacher, keep a careful eye on the sanitary state of school buildings, and have entire control of the primary schools, which were formerly under the supervision of the grammar masters. Great advantage has resulted from the use of supplementary reading from the Public Library and other sources, in connection with the text books on reading, and from exercises in the schools on the reading thus gone over, and it is believed that with a more judicious selection of books and a more systematic use of them even better results will be secured. In the primary schools there has been an important change in the methods of government, direction rather than repression being the new rule. Kindergarten methods find a place in the lower classes. The use of books printed in the Leigh phonic type has been discontinued, not from any dissatisfaction with the type, but because the present method of teaching (by the form of words rather than the spelling) does not require its use.

The large per capita cost of instruction in this city as compared with others is explained partly on the ground that a greater proportion of the pupils here were in the higher or more costly grades. The average expenditure on a primary scholar was \$18.45; on a grammar scholar, \$28.20; and on pupils in high and normal schools, \$87.42. Only 40 per cent. of the school population were in primary schools, while 54 per cent. were in grammar and high. An effort was made during the year to reduce expenditures by discontinuing one or more of the suburban high schools and drawing their pupils into the central school, but the project met with strenuous opposition from leading citizens and had to be abandoned for a time at least.

The committee on sewing in the public schools report great improvement in the character and quality of the work done and increasing evidence of the practical value of the instruction. The school committee has again repeated its formal vote of desire to test the feasibility of imparting to grammar scholars some of the elements of mechanical skill. They think the success of sewing in the girls' schools has proved that it is possible to do this without interfering with the established routine of study.

The normal school, sustained by the city for the purpose of giving professional instruction to young women intending to teach in the city schools, and chiefly to high school graduates, had 69 pupils attending in 1880-'81, and graduated 38.—(Reports of school committee and superintendent.)

*Brockton* reports 160 more youth of school age, 140 more enrolled in public schools, 26 fewer in average attendance, 1 more teacher employed, a high school with 130 pupils, and a private school with 20.—(State report.)

*Brookline* had slightly fewer children of school age enumerated and of pupils enrolled in public schools, and about an equal increase in the number in average attendance. There was a high school, with 122 pupils and 4 teachers. Special attention was given to reclaiming truants, and with unusual success.—(State and city reports.)

*Cambridge* reports an increase of 505 in youth of school age, of 37 in the public school enrolment, of 229 in average attendance, and of 12 in the number of teachers employed; 1 high school, with 485 pupils and 12 teachers; a training school for teachers, with 20 pupils; and 20 private schools, with 1,748 pupils.—(State report and return.)

*Chelsea*, with an increase of 187 in number of children enumerated and of 200 in public school enrolment, had only 62 more in average attendance. The town high school had 260 pupils and 5 teachers, and 2 private schools had 370 pupils.—(State report.)

In *Chicopee* 82 more children were enumerated, 190 more were enrolled in public schools, but 118 fewer were in average attendance. There were 2 public high schools, with 99 pupils, and 5 private schools, with 1,030 pupils.—(State report.)

*Clinton* reports an increase in children of school age and in public school enrolment, but a decrease in average attendance; a high school, with 71 pupils and 2 teachers; and a private school, with 40 pupils. An evening mechanical drawing school was taught very successfully.—(State and city reports.)

*Fall River* had 178 more children enumerated, 208 more enrolled in public schools, and 195 more in average attendance; a high school, with 371 pupils; 16 evening schools; an evening drawing school; and 6 private or church schools, the last with 900 pupils. A training school for teachers was opened in 1881.—(State and city reports.)

*Fitchburg*, with 105 more children of school age, according to statistics given in the State report, had 159 more enrolled in the public schools, but 63 fewer in average attendance. There was a high school with 229 pupils, and a private school with 30.—(State report.)

*Gloucester* reports a decrease of 42 in children of school age, of 43 in public school enrolment, and an increase of 146 in average daily attendance; a high school with 145 pupils, and 2 private schools with 35 pupils. The training school for teachers, begun in 1879, had in 1881 given instruction to 50 pupils, of whom 30 engaged in teaching.—(State and city reports.)

*Haverhill* had 752 more children of school age, 622 more enrolled in public schools, and 405 more in average daily attendance; a high school with 156 pupils, and 2 private schools with 70.—(State report.)

*Holyoke* reports 680 more children of school age, 660 more enrolled in school, 42 more in average attendance, and 4 more teachers; a high school with 121 pupils; and 17 private schools with 1,566 pupils. Two evening schools were taught, the total membership being 606, of whom 316 were women.—(State and city reports.)

*Lawrence* enumerated 29 more children of school age than in 1879-'80, enrolled 435 more in public schools, and had 248 more in average attendance under 10 more teachers. There was a high school with 197 pupils, a training school for teachers, evening schools (including an evening high and evening drawing schools), and 3 parochial schools, the latter with about 1,200 pupils. The common evening schools took a new departure—that of requiring a deposit before admission, as a guarantee of good attendance. The study of music was growing in prominence and importance. Discipline was maintained

more efficiently and easily than ever before, corporal punishment in a majority of the school rooms being rarely resorted to.—(State and city reports.)

*Lowell* had an increase of 728 in children of school age and of 179 in public school enrolment, with a decrease of 141 in average daily attendance; a high school with 439 pupils, and 5 private schools with 1,350.—(State report.)

*Lynn* had 437 more children of school age, 116 more enrolled, and 63 more in average attendance; a high school with 265 pupils, and 5 private schools with 130. Efforts were made to improve the teaching of reading by combining the word and phonic methods, and to make all primary instruction more attractive by exciting the curiosity and developing powers of expression. The use of corporal punishment was decreasing.—(State and city reports.)

*Malden*, with 71 fewer children of school age than the year before, enrolled 43 more in public schools, but had fewer by 19 in average attendance. There was a high school with 175 pupils and an evening drawing school with 59. The high school course was revised, the number of studies being reduced and greater prominence being given to the English language and literature.—(State and city reports.)

*Marlborough* had 55 more children of school age, 199 more enrolled in public schools, and 34 more in average attendance; a high school with 141 pupils, and 4 private schools with 290.—(State report.)

*Medford*, with 75 fewer children of school age, had 55 more enrolled in public schools and 47 more in average attendance; a high school with 118 pupils, and an evening school the latter taught with more encouraging results than the previous year. A purely English course had been added to the high school curriculum, to meet a popular demand.—(State and city reports.)

*Milford* shows a decrease in the number of children enumerated, enrolled in public schools, and in average attendance; a high school with 189 pupils, and 3 private schools with 65 pupils.—(State report.)

*Natick*, with 68 more school children, enrolled 133 more and had 106 more in average attendance. There was a high school with 91 pupils and 3 teachers.—(State report.)

In *New Bedford* (whose superintendent presents a report which is a model of its kind), with a slight decrease of children and of public school enrolment, there were 67 more in average attendance. A high school had 250 pupils and 10 teachers; a mill school and a farm school for truants were maintained; and there were 21 private schools, with 277 pupils, besides 2 city evening schools for adults, with 250 pupils. Music is a part of the course in every grade of the public schools, which is fully approved by a majority of citizens. The truant officer found a general disposition on the part of employers to conform to the law, but because there will be truants outside of city bounds, and because in the city school there is no provision made for girls, he recommends the establishment of a county truant school, where boys and girls needing it could have the most beneficent culture and discipline.—(State and city reports.)

*Newburyport* reports a small increase in the number of children to be educated, the number enrolled in public schools, and the average attendance. The high school numbered 131 pupils, under 5 teachers. Truancy has much decreased, and is confined almost entirely to boys. Only one evening school (for women) was sustained; it had a membership of 60, with an average attendance of 40 pupils, who made very satisfactory progress. The school for men was not reopened, having been unsuccessful the previous year.—(State and city reports.)

*Newton* had 154 more children, 21 more enrolled in public schools, and 30 more in average attendance; a high school, with 319 pupils, under 12 teachers; and 12 private schools, with 163 pupils. The high school continued to exert a powerful and beneficial influence on those of lower grade. An evening school with about 45 pupils was taught, and was more than usually successful.—(State and city reports.)

*North Adams* indicates a very slight increase in children to be educated and in public school enrolment; the increase in average attendance was greater, although still inconsiderable. There was a high school with 132 attendants and 3 teachers.—(State report.)

*Northampton* had 63 more children to be taught, 21 fewer enrolled in public schools, and 56 more in average attendance; a high school with 149 pupils, and 3 private schools with 160 pupils.—(State report.)

*Peabody*, with a decrease of 16 in children of school age, enrolled 133 fewer in public schools, but had 17 more in average attendance. There was a high school with 73 pupils, and 2 private schools with 30.—(State report.)

In *Pittsfield* the number of children increased by 168 and public school enrolment by 111, while the average attendance decreased by 31. There was a high school with 96 pupils, and 4 private schools with 225.—(State report.)

*Quincy* increased its school population by 244, enrolled 187 more of these in its schools, and held 95 more in average attendance; maintained a high school with 154 pupils, and had within its bounds 2 private schools with 51 pupils. The "Quincy methods" of in-



struction and discipline were continued, though Colonel Parker, who introduced them, and 13 of the teachers trained by him had been drawn away by offers of better places and higher pay, a misfortune remedied, as far as possible, by the training of new teachers under one of Colonel Parker's aids, who had been chosen to succeed him and who is said to have kept the schools well up to former standards.

*Salem* had 189 more children of school age, 633 more enrolled in public schools, but 23 fewer in average attendance; a high school with 176 pupils, and 15 private schools with 1,210 pupils.—(State report.)

In *Somerville* there was an increase of 554 in children to be educated, of 378 in public school enrollment, and of 102 in average attendance; a high school with 337 pupils, and a private school with 540.—(State report.)

*Springfield*, out of 341 more children to be taught, had 198 more enrolled in public schools and 58 more in average attendance. Its high school numbered 405 pupils, 2 evening schools 321, an evening drawing school 150, and 8 private schools 475. The interest shown by pupils in the evening schools was greater than for several years past; and in the drawing school the attendance was greater than ever before.—(State and city reports.)

*Taunton* presents an increase of 218 in children of school age, of 39 in public school enrollment, and of 59 in average attendance; a high school with 161 pupils, and a private school with 30.—(State report.)

*Waltham*, with 338 more children, had only 79 more enrolled in public schools and 14 more in average attendance. There was a high school with 156 pupils, and 2 private schools with 33.—(State report.)

In *Westfield* there were 96 fewer children to be educated, 58 more enrolled in public schools, and 50 fewer in average daily attendance. A high school had 180 pupils, and 2 private schools had 45.—(State report.)

*Weymouth* reports 47 fewer children, 12 more enrolled in public schools, and yet 70 fewer in average attendance; 2 high schools with 140 attending, and a private school with 20.—(State report.)

*Woburn* had 195 fewer children, 42 more enrolled in public schools, and 44 more in average attendance; a high school with 139 pupils, and a private school with 40.—(State report.)

*Worcester*, with 1,161 more children, drew 858 more into public schools and held 527 more in average attendance. The system comprised suburban, primary, grammar, high, evening common, and evening drawing schools, for both sexes. The 7 evening common schools had 184 pupils attending; the 5 evening drawing schools, 170; the high school, 601. Two private schools are reported, with 1,400 pupils. Music and drawing form a part of the course in all the public schools, and specialists are employed to teach them. New school-houses were provided during the year, making the accommodations, for the first time in the history of the schools, about equal to the demand. The high school graduated 80 pupils (51 girls and 29 boys), the largest class ever sent out. The plan for admission to evening schools adopted the previous year (requiring of each pupil a deposit of \$1, to be forfeited in case of irregular attendance) was continued, and its excellence still further demonstrated.—(State and city reports.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

Five State normal schools (besides the State Normal Art School at Boston) form a part of the public school system of Massachusetts. Situated respectively at Bridgewater, Framingham, Salem, Westfield, and Worcester, they had a total of 836 students attending in 1880-'81 and graduated 184. The secretary of the State board reports a prosperous condition in all, and that the demand for trained teachers is constantly increasing as people obtain more adequate and definite ideas of what good teaching is. The board of education considers it certain that the influence of these schools is felt to an increasing extent in the elevation of the standard of capacity and fitness to teach, and regrets that larger numbers do not share the advantages offered for professional training. Of more than 8,000 teachers employed in the public schools during 1880-'81 only 2,236 had been fitted in normal schools.

The Bridgewater school has had a steady growth in prosperity and usefulness since its organization in 1840. During 1880-'81 there were 174 students attending (50 men and 124 women), and 52 were graduated (18 men and 34 women). Gratifying reports of the success of such graduates in their school work are often received, and more demands for well trained teachers are received than can be filled from the graduating classes. The courses for graduation continued to be two, one of two years and one of four. Out of means furnished by the legislature in 1880 a new laboratory building (32 by 64 feet, two stories in height, and supplied with ample appliances for instruction in chemistry and physics) was erected for use in 1881-'82, adding greatly to previous advantages.



The school at Framingham was reported by the visitors to be in a satisfactory condition, with 112 pupils (all women) and 33 graduates. There was an improvement in the preparation of pupils entering. A permanent teacher was appointed in the department of history and literature. The course of study covered 2 years.

At the Salem school more attention than usual was given to drawing, a large amount of practical work was done in physics and chemistry, and there was an especially thorough course in the English language. The attendance for 1880-'81 was 263; graduates for the year, 58. There were two courses of study, one of 2 and one of 4 years, with a library to aid study and investigation. Nearly all the graduates find opportunity to teach.

Westfield had an attendance of 120 (men 11, women 109), and sent out 25 graduates, 23 of them women. There were two courses of study, of 2 and 4 years respectively. The graduates of the previous year were all but 3 known to have secured schools and to have taught satisfactorily. By the reports sent in of graduates' work, it appears that school committees are more inclined than formerly to allow professionally trained teachers to use their own methods, holding them responsible only for results.

The Worcester school had 167 pupils (all but 5 women), and graduated 16 (2 men and 14 women). A constantly increasing demand for graduates as teachers is reported, and the testimony to their success is almost uniform. The course of study covers 2 years; but after a year's study pupils are allowed to serve as apprentices in the public schools of the city under conditions involving real responsibility. This term of apprenticeship has been recently extended to 6 months; on its completion, pupils return to the school for another year of study, making the whole term two years and a half. Almost all the pupils elect this longer course, and so graduate with more maturity and skill than would otherwise be the case.

The Normal Art School, Boston, in 1880-'81, gave instruction to 294 pupils, of whom 222 were in day classes (43 men and 179 women) and 72 were in evening classes (32 women and 40 men). Certificates were given to 54 and diplomas as art masters and mistresses to 5. Among other work accomplished by this school is the introduction of a uniform course of practice in drawing and teaching drawing in the other State normal schools. With the coöperation of principals and special teachers of these schools, such a course was arranged by Art Director Walter Smith, and put in operation in September, 1881. He says the grading of drawing in day schools has made more apparent the character of that which should be taught in normal schools; and the better preparation in drawing which normal school pupils now possess has made the adoption of this course possible. Mr. Smith says the success of the free evening drawing schools throughout the State has been hindered by a lack of teachers having sufficient training and experience, a want which is being gradually supplied by the Normal Art School. Another great hindrance was the absence of a systematic plan of study. To the latter he ascribes chiefly the lack of interest in these classes and irregularity of attendance on them. These hindrances, he says, have been overcome in the Boston schools since the adoption of a definite course of study, which went into operation in the fall of 1880; and he is satisfied that similar measures would be as effectual elsewhere.

#### OTHER NORMAL TRAINING.

The Boston Normal School gives a professional course of one year to young women who intend to teach in the city schools, tuition being free to residents. Graduates are eligible to appointment in the city schools without further examination. There is a graduate course of one year for further study of the principles of education and for observation and practice in teaching. Pupils belonging to it may be employed as substitutes or as temporary or permanent teachers. The training or practice school numbers over a thousand pupils of primary and grammar grades. During the year 1880-'81 there were 69 normal pupils in attendance and 38 were graduated.

Normal training schools, as before mentioned, are sustained by the public school authorities of Cambridge, Gloucester, Lawrence, and Fall River, the last having been opened in 1881.

At Wellesley College a normal department is provided for the benefit of women who are teachers but desire opportunity for advanced study. The course was enlarged in the autumn of 1881 by the addition of English literature, American history, and Anglo-Saxon.

#### TEACHERS' INSTITUTES.

Twenty-one institutes for teachers were held during the year and were attended by 2,276 teachers. The interest shown in them by teachers and by the public continued to increase. In the opinion of the State board it is desirable that a larger number should be held and that in some cases the length of sessions should be increased, and for this, as well as other reasons, the appointment of additional agents is urged. For the last few

years the institutes have diminished in length and increased in number, this plan having been found more economical. They are now continued for two or three days only. The day sessions are devoted to illustrative lessons on the best method of teaching the branches which the statutes require the public schools to teach; and the evenings to lectures designed to interest the people in popular education, opportunity also being offered for a discussion by the people, as well as by committees and teachers, of educational topics having either a general or local interest. Great good, it is believed, resulted from the year's institutes. The exercises were judiciously prepared, instructors carefully chosen, members prompt in attendance and earnest in endeavors to improve; while school committees coöperated cordially and citizens were most hospitable.—(State report.)

#### SCHOOL COMMITTEE ASSOCIATIONS.

Many of these means for consultation as to improvement of teaching and school work are reported to have been held in 1880-'81, and the members of the associations are said to have entered with life and spirit upon a discussion of the agencies for such improvement.

#### EDUCATIONAL JOURNALS.

The *Journal of Education*, a Boston weekly of great value for its discussion of current educational topics and its full news reports of school matters, was in its thirteenth and fourteenth volumes in 1881; the *Primary Teacher*, from the same office, in its fifth; *Education*, a bimonthly review of important school questions, under the same general editorship, in its second; while *Good Times*, designed to aid in getting up attractive and useful school exercises, came still from the same press with the other three, and reached the conclusion of its fourth volume in September, 1881, under the hands of its original editor, Mrs. M. B. C. Slade. Hon. Thomas W. Bicknell, former State school commissioner of Rhode Island, presided over and directed all these publications, with the aid of several competent assistants.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

There are now in the Commonwealth 215 public high schools, furnishing an opportunity to over 90 per cent. of the entire population of the State to obtain for their children a good secondary education. The total number of pupils attending was 18,900; teachers, 595. About forty towns that have less than 500 families, and that are, therefore, not obliged by law to sustain high schools, do so voluntarily.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and collegiate preparatory schools, see Tables IV, VI, and VII of the appendix, and for summaries of them, the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Seven colleges and universities, all but one exclusively for men, reported a total of 1,733 undergraduate students during 1880-'81 (a slight decrease during the year), and a thousand more engaged in professional and other studies, not counting preparatory students. None of these institutions do any preparatory work, except Boston College, Boston, and the College of the Holy Cross, Worcester, each of which presented a course of study extending over 7 years, 3 or more of them being evidently preparatory and the remainder embracing the usual studies of a classical course in Roman Catholic colleges. All the others provided the regular classical course of 4 years; Amherst and Harvard offered also scientific courses; Boston University and Tufts College, philosophical courses of like length, Tufts adding an engineering course of 3 to 4 years. All these presented graduate courses beyond the undergraduate in several departments of study; and of the four, all but Amherst had professional courses, which will appear in Professional Instruction, further on.—(Catalogues, year books, and returns.)

*Harvard University* comprehends the college, the divinity, law, medical, and dental schools, the Lawrence Scientific School, the museum of comparative zoölogy, the Bussey Institution (a school of agriculture), the college library, the astronomical observatory, and the Peabody Museum of American Archaeology and Ethnology. The number of students in all departments in 1880-'81 was 1,382; of teachers, 161. The collegiate department enrolled 823 in regular classes (a slight increase during the year), besides 34 unmatriculated students. Eight young women passed the preliminary examination for

the private collegiate course, and 9 the advanced examination. A gift was received from T. J. Coolidge, esq., of \$100,000, its income to go towards the cost of administering the library; and one of \$30,000 came from Mrs. Samuel Hooper, for the Sturgis Hooper professorship of geology. Prof. J. D. Whitney also gave his geological and geographical library. The fund for the endowment of the botanic garden was increased by about \$20,000. A friend of the university offered to build a physical laboratory, to cost \$115,000, provided a permanent fund of \$75,000 were raised, the income to be applied to its running expenses. At date of the report, \$30,000 of the required sum had been obtained. With all these general indications of prosperity, it is stated that the financial condition of the college proper gives much concern to the corporation; that the college has been living beyond its income for four years to the average amount of \$12,500 a year, owing to expenditures for improvements and to a fall in interest on invested funds. The gift to the library relieves this condition considerably, lessening the deficit by the whole amount of the income it will yield (\$4,000), while some retrenchments were to be made and an increase of fees from students was looked for. A plan adopted in June, 1881, of having simultaneous examinations for admission in Exeter, N. H., New York City, Philadelphia, Chicago, Cincinnati, and San Francisco, had already resulted in an increase of students from the States in which those cities are situated.

The revised regulations for college government (in the line of greater freedom), adopted in 1879-'80, had worked well and were likely to remain in force. An effort was made during the year, by a circular of inquiry sent to parents of undergraduates, to ascertain how much support morning prayers at college had in the habits of families from which students came. Of 741 persons that replied, two-sevenths held family prayers and five-sevenths did not; but of those that did, 9 expressed a desire that attendance on prayers at college should be voluntary, while of those that did not 36 approved of compulsory attendance.

Experience during the last ten years indicates that the elective system does not tend to the extinction of the studies called liberal, because these, though taken by a smaller proportion of students than formerly, are pursued with greater vigor and to better purpose. It appears, too, that the scientific turn of mind is comparatively rare among the young men who enter, a large majority preferring languages, metaphysics, history, and political science to mathematics, physics, zoölogy, and botany.—(Catalogue and president's report.)

*Boston University*, Boston (Methodist Episcopal), the youngest of the institutions before mentioned, and the only one of them which admits both sexes, had during the year 107 students (70 men and 37 women) in its college of liberal arts. Besides this collegiate department, the curriculum of the university embraces a college of music and schools of theology, law, medicine, and of all sciences.<sup>1</sup> The last, which had 45 students in 1880-'81, is for graduate instruction, and offers facilities for the study of modern languages and their literatures, natural and mathematical sciences, and theological, legal, medical, historical, and art studies. The college of music, intended for graduates of American conservatories and other advanced students, claims to be the only one of its grade and kind in America. It presents distinct courses for vocalists, pianists, organists, and orchestral performers, covering in most cases 3 years. The degree of bachelor of music is given graduates who specially distinguish themselves by their talents, if graduates of any college of arts or if able to pass an examination in English composition, history, and literature, a modern language and Latin, or two modern languages and mathematics. Pupils may be admitted to all classes in the college of liberal arts for which they are sufficiently prepared.

*Amherst College*, Amherst (Congregational), reported 337 pupils in undergraduate courses of study (329 in classical and 8 in scientific) and 2 graduate students. Physical exercise in the gymnasium is required, and attention to it is taken into account in determining the standing of students. The professor in this department is a physician, who is expected to be acquainted with the physical condition of each student and to do his best to make that condition good.

*Tufts College*, Medford (Universalist), reports a decided increase of interest among the friends of the college. The number of students, which fell off somewhat during the period of financial distress, had begun to increase. More than three-fourths of the sum sought for endowment by the trustees (\$150,000) had been pledged, and there was reason to believe that the whole amount would be forthcoming. Through the generosity of a friend arrangements were made for the erection of a chapel for the college, which would probably be completed in 1882.—(Catalogue, 1881.)

*Williams College*, Williamstown (Congregational), received \$17,000 during the year, \$5,000 of it being a bequest from the estate of Judge James L. Rice, of Iowa, given for Greek and Latin prizes; the remainder in varying sums from other friends.—(Return.)

<sup>1</sup> There is also a link of connection between the university and the Massachusetts Agricultural College, Amherst.



## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Of ten academic and collegiate institutions thus classed, reporting for 1880-'81, only two, Smith and Wellesley Colleges, were authorized to confer collegiate degrees. Of nine that gave statistics, eight had altogether about a thousand students in collegiate classes, while in one the pupils (numbering 70) were unclassified. Nearly all these institutions give instruction in Latin and the modern languages, in music, drawing, and painting, a majority presenting Greek as an optional study. Most of them make provision for physical training in gymnastic or calisthenic exercises. At Lasell Seminary, Auburndale, special care is given to the health of students and to their mode of dress from a hygienic standpoint. Another feature of this school is a work department embracing cookery, dress cutting, millinery, china painting, and art needle work.

In *Wellesley College*, Wellesley (one of the two having full collegiate rank), the trustees have determined to admit candidates for matriculation on the certificates of the teachers who prepare them. During the year this college received gifts to the amount of \$140,500. Mrs. Valeria Stone, of Malden, Massachusetts, gave \$110,000 for the erection of Stone Hall, which was to be opened in September, 1881, and to furnish dormitories for about 100 normal students; Mr. Henry F. Durant gave \$25,500 for a building for the college of music, to contain thirty-eight rooms properly furnished for teaching and practice, with a hall for choral singing. The music department was thus afforded an opportunity for reorganization and great enlargement, and is now enabled to offer an excellent opportunity for obtaining at the same time a collegiate and musical education. The teachers' course was also enlarged, as mentioned under Other Normal Training, page 111. Certificated teachers may enter without examination, and may take any course they desire in the college classes.

*Smith College*, Northampton, with a full collegiate course, in which musical and artistic studies have a place, reports special attention given to religious, social, and physical culture. A gift of \$35,000 from Winthrop Hillyer, esq., of Northampton, provided an art gallery and collection. The building is large and commodious, and contains studios and exhibition rooms sufficient for all present needs.

*Mt. Holyoke Seminary*, South Hadley, received gifts amounting to \$15,600, of which \$10,000 were from A. Lyman Williston, esq., of Northampton, for an observatory. The building was completed in June, 1881. It contains a new telescope with an eight inch object glass, a transit instrument, astronomical clock, and other appliances. Though not claiming collegiate rank, this seminary presents a very thorough four years' course, embracing the Latin and modern languages, with Greek optional. A special feature here is that each pupil devotes a certain part of the time to domestic labor.

For statistics of colleges for women, see Table VIII of the appendix, and for a summary, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The *Massachusetts Agricultural College*, Amherst; the *Massachusetts Institute of Technology*, Boston; the *Worcester County Free Institute of Industrial Science*, Worcester; the *Lawrence Scientific School* and the *Bussey Institution* of Harvard University, and the *Boston University School of all Sciences* report an aggregate of nearly 400 students in regular undergraduate courses, besides over 200 in special, partial, and graduate courses, in the last being included the 45 students belonging to the *Boston University School of All Sciences*, which makes provision only for graduate instruction. The *Massachusetts Agricultural College*, in a 4 years' course, and *Bussey Institution*, in one of 3 years, devote special attention to training in agriculture; the *Worcester Institute*, with courses of 3 and 3½ years, and the *Institute of Technology*, with a variety of 4 years' courses, prepare for other industries based on the sciences. In the last named, out of 10 courses, 5 are of distinctly professional character, embracing civil, mechanical, and mining engineering, architecture, and chemistry. Manual instruction is also provided for those who wish to enter on industrial pursuits rather than to become scientific engineers, the shop work embracing carpentry and other crafts in wood, pattern making, foundry work, iron forging, vise work, and machine and tool work. The *Worcester Institute* offers a 3 years' course leading to the degree of B. S. in the various branches of applied science, with classes in shop work requiring an additional half year. The institute during 1880-'81 was given \$34,500 in cash by David Whitcomb, Stephen Salisbury, and Joseph H. Walker, most of it intended for additions to the machine shop and for the necessary increase in its running expenses. The *Massachusetts Institute of Technology* received a gift of \$12,380, of which \$10,000 were a legacy from Nathaniel C. Nash, esq., the remainder being in small gifts.

The *Massachusetts Agricultural College* reports a decrease in pupils since the discom-



tinuance of free scholarships. Lack of funds has been from the first a great obstacle to usefulness here. A plan for increasing the endowment was adopted in June, 1881, by a joint convention of the trustees and the State Board of Agriculture. The increased membership which followed the offer of free tuition in 1879 showed that the college was appreciated by a large proportion of the farming population. In the Bussey Institution the results of agricultural instruction were far from encouraging. With 6 competent teachers, a good supply of the necessary appliances and collections, and tuition remitted to needy students, only 6 on an average have belonged to the school each year.

#### PROFESSIONAL.

Seven *theological* schools representing 6 different denominations and one claiming to be non-sectarian reported for 1880-'81 a total of more than 250 undergraduate students, besides a number in special or partial courses. In 4 of these schools there were 93 students (out of a total of 171) who had received degrees in letters or science. All but 1 required an examination for admission of students not presenting evidence of good literary qualifications, the exception being the New Church Theological School, Waltham (Swedenborgian).

The Divinity School of Harvard University (non-sectarian) received during the year \$10,775, the result of a subscription for endowment begun in 1879. The constitution of this school prescribes that "every encouragement be given to the serious, impartial, and unbiassed investigation of Christian truth, and that no assent to the peculiarities of any denomination of Christians shall be required either of the instructors or students." Students of the Boston University Theological School (Methodist Episcopal) may attend any class in the college of liberal arts of that university, and may prolong the 3 years' theological course to 4 without extra charge for tuition, room rent during the last year being also remitted. The Episcopal Theological School, Cambridge, offers its students free tuition and the use of rooms. Andover Theological Seminary (Congregational) reports 14 students in a fourth year which has been added for advanced study. Tufts College Divinity School, Medford (Universalist), besides its regular 3 years' course intended for college graduates, has one of 4 years for such as have not been thus prepared. Newton Theological Institute, Newton Centre (Baptist), received during the year a gift of 10 scholarships of \$1,000 each.

For statistics of theological schools, see Table XI of the appendix, and for a summary, see the report of the Commissioner preceding.

*Legal* instruction was given in 2 schools belonging to Harvard and Boston Universities to about 300 students in 3 years' courses, an examination for admission of non-graduates being required in both cases.

The Law School of Harvard University is to have a new building, for which \$100,000 have been given by a friend who, for the present, withholds his name. Another urgent need is an additional professor; but the income from tuition fees and the small endowment are not sufficient to provide for this. Number of students, 151; of professors, 4.

The Boston University School of Law reported a prosperous year, indications of healthy growth, the quality of students improved, and the number up to the average, notwithstanding recent advances in tuition. Among the graduates *cum laude* was a young woman, the first of her sex to complete the course. A certain public and historic interest attaches to this graduation, as it led to the first application in Massachusetts on the part of a woman for admission to the bar and to a decision by Chief-Justice Gray that the laws of the State, as they stood in 1881, did not authorize such admission.

For statistics of law schools, see Table XII of the appendix, and for a summary, see the report of the Commissioner preceding.

Three *medical* schools, 2 "regular" and 1 homœopathic, report a total of 373 students during 1880-'81.

The Medical School of Harvard University (regular) requires a 3 years' graded course of study and presents an optional course of 4 years, that of each year extending over 9 months. To graduates of the longer course is given the degree of doctor of medicine *cum laude* if they have obtained an average of 75 per cent. on all the examinations. Number of students in the 4 classes, 243; resident graduates, 8. Work had been begun on a new building for the school, which was expected to be ready for use in January, 1883. Funds for this work were subscribed in 1874-'75, but the sum remaining after purchase of the lot was insufficient for its completion; the medical faculty therefore during the year undertook to raise a subscription for it, and succeeded in obtaining \$103,720. In 1871 this school ceased to be in any sense a private venture and became a constituent department of the university, devoted, like the other departments, to the advancement of learning. Since that year it has received by gift and bequest \$270,000. A much greater sum is urgently needed to endow chairs and establish scholarships.

The College of Physicians and Surgeons, Boston, a "regular" medical school organized in 1880, admits both sexes, and had during its first year 23 students under 15 professors

and instructors. Its course is the old one of 3 years, which requires attendance on only 2 courses of lectures (but these must be of 38 weeks each) and a previous year of medical study. There is, however, a graded course of 3 years, which is obligatory for all who have not previously studied medicine. This college takes the ground that, as women will engage in the practice of medicine, "it is far better to assist them to a proper knowledge of it than to throw stumbling-blocks in their way, thereby compelling them to rank with quacks or to go from New England to find the true knowledge they seek;" and that there can be no more impropriety in instructing them in medicine than in nursing.

The Boston University School of Medicine (homœopathic) requires an examination for admission of all who are not college graduates, presents a 3 years' graded course of 9 months each year, which is required for graduation as M. D., and an optional course of 4 years, leading to the degree of M. D., but conferring B. M. after 3 years' work. There are also special courses and a course for graduates. To the latter physicians are admitted and allowed to attend such lectures as they choose, receiving certificates for such attendance. A new chair of instruction has been established, that of the history and methodology of the medical sciences. Its work is to define and classify the different sciences relating to medicine, show their history and relation to each other, the different methods of studying and teaching them, and the bibliography of each. The students for 1880-'81 numbered 110 (66 men and 44 women); graduates, 26 (18 men and 8 women).

*Dentistry* was taught in the Boston Dental College and the Dental School of Harvard University, both in Boston, and both requiring 3 years of study under a preceptor, with 2 years of attendance on the lecture courses of these schools, the year of lectures in the former, however, covering only 16 weeks, while that in the latter covered 36 weeks. The two enrolled 64 students for 1880-'81 and graduated 23.—(Returns.)

The *Massachusetts College of Pharmacy*, Boston, had 101 students during the year and sent out 15 graduates. An examination is required for admission equal to that demanded on entering the high schools of the State. The course covers 2 years of 6 months each, and students to graduate must have reached an average of at least 60 per cent. in their examination and have had a practical experience of 4 years (including the 2 years' course) in the drug business.—(Catalogue and return.)

For full statistics of schools of medicine, dentistry, and pharmacy reporting, see Table XIII of the appendix, and for a summary, the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### SOCIETIES FOR THE ENCOURAGEMENT OF HOME STUDY.

The Society to Encourage Study at home, organized in 1873, had during 1880-'81, its eighth year, 960 students, of whom 534 were beginners, and a working staff of 174 correspondents, the latter being all volunteers. Of 426 students who were not beginners 205 were in the second year's work, 109 in the third, 72 in the fourth, 23 in the fifth, 16 in the sixth, and 1 in the seventh. Among the instructors were 26 former pupils. The society was originally intended for the benefit of young girls just out of school; but it was soon apparent that help could be given to many other classes of women, including professional teachers. Of these there were 134 belonging to the society during 1880-'81, about one-half the number having been students the previous year.—(Eighth annual report.)

A similar society for the benefit of young men has been formed, and the first term began January 1, 1881. It is designed for all classes and all ages in every section of the country. The first annual report shows that 67 persons, 17 to 58 years of age, living in 33 different States, belonged to the society, and that these included school boys, lawyers, mechanics, merchants, commercial travelers, clerks, clergymen, and teachers.—(Congregationalist and National Journal of Education.)

### TRAINING IN MUSIC, ORATORY, AND LANGUAGES.

Advanced instruction in music was given in 1881 in the New England Conservatory of Music, Boston, under Professor E. Tourjée, and in the Boston Academy of Music, under Carlyle Petersilea, as well as in the musical courses of Boston University and of the Mendelssohn Musical Academy and of Wellesley and other colleges for women, already referred to, Wellesley having the advantage of one of the most perfect music halls in the country.

Instruction in oratory was offered by Professors R. R. Raymond, F. C. Robertson, L. S. Bloch, Anna Baright, and others, of Boston, most, if not all, following the lead of the late Professor Lewis B. Monroe, of the Boston University School of Oratory. The number of students under instruction has not been reported.

Instruction in languages (French, German, Italian, Latin, modern and ancient Greek) was carried forward for 6 weeks in the sixth session of the summer school of languages at Amherst College, Amherst, under the direction of Professor L. Sauveur and 6 assistants, with 215 students in attendance.

## TRAINING SCHOOLS FOR NURSES.

The *Boston City Hospital Training School for Nurses*, opened in 1878, has since then had 159 under instruction and graduated 21. In 1880-'81 50 pupils attended and 9 were graduated. The course of study extended over two years.

The *Training School of the New England Hospital for Women and Children*, Boston, had under training 15, the same number as during the previous year. Three others entered, but two of these were found to lack strength for the work, and the third was allowed to withdraw that she might engage in the study of medicine, for which she was thought to have a special aptitude. Only 6 received diplomas; one, who completed the course, failed to pass such an examination as to entitle her to a diploma, and it was withheld.

The *Boston Training School for Nurses* (Massachusetts General Hospital) sends no report for 1880-'81.

## TRAINING IN THE ARTS AND TRADES.

As already noted, a large number of industrial arts and sciences are taught in schools connected with the Massachusetts Institute of Technology, Boston, and the Worcester County Free Institute of Industrial Science, Worcester.

Schools of drawing and painting and of china painting and wood carving are maintained by the *Boston Museum of Fine Arts*.

The *School of Sculpture and Modelling*, Boston, gives gratuitous instruction to pupils too poor to pay, terra-cotta work and pottery receiving special attention.

The *Boston Cooking School*, opened by the Woman's Educational Association, has given instruction in cookery to ladies of wealth, servants, pupils from the City Hospital, Training School for Nurses, and a class of deaf-mutes. The kitchen garden schools give training in household industries to young children, preparing them to be useful heads of families or skillful domestics, as circumstances may require.

The *Liversidge Institution of Industry*, Boston, organized during the autumn of 1881 in accordance with a bequest of Thomas Liversidge, late of Dorchester, is intended to afford a home and good literary and industrial education to orphans and other destitute boys, who must be natives of either New England or Old England. The age for admission is 7-14; and at 14 the boys may be bound out as apprentices to persons who will train them in employments, preference being given to agriculture and to mechanical trades. While in the institute they receive some instruction in farm and shop work, as well as a good primary and grammar school education. — (Boston Journal.)

## EDUCATION OF THE DEAF AND DUMB.

For many years it has been the policy of the Commonwealth to provide for the education of this class. They are received at the American Asylum, Hartford (which reported 61 pupils from Massachusetts in April, 1881), in the Clarke Institution, Northampton, and in the Horace Mann School, Boston, where excellent facilities for instruction are furnished and the State bears a part of the expense. Another institution for this class, the New England Industrial School for Deaf-Mutes, Beverly, was incorporated in 1879. Of the three first named all except the American Asylum used the articulation method and reported very encouraging success in it. The school at Beverly used the combined method of signs and articulation.

The *Clarke Institution*, Northampton, had 78 pupils 6 to 19 years of age, the average for the year being 77, of whom 61 were from Massachusetts. It is not true, as has been said by some, that a majority of the pupils here are semimute or deaf, that they have been selected from the more intelligent class of families, or that a majority of the teachers have more than ordinary experience. Only 13 out of the whole number attending during the year, or about one-sixth, were semideaf, and none have ever been refused on account of the poverty or ignorance of their parents. The course of study comprises the common and higher English branches, cabinet making, and sewing. — (State report.)

The *Horace Mann School for the Deaf*, Boston, under the control of the city school board, had 91 pupils enrolled in a common school course of study. The chief industry taught is sewing, but some of the boys have received instruction out of school hours in the Massachusetts Institute of Technology; and, as during the previous year, a class of girls attended the Boston Cooking School on Saturday. Kitchen garden lessons, too, were given to a class of 21 girls, the apparatus being brought to the school.

The *New England Industrial School for Deaf-Mutes*, Beverly, owns a farm of 57 acres and buildings capable of accommodating 30 persons. It aims to give instruction in all the necessary rudiments of knowledge and a thorough mastery of some remunerative occupation, including cookery, housework, and sewing. — (Report.)

## EDUCATION OF THE BLIND.

The Perkins Institution and Massachusetts School for the Blind, Boston, reports 128 pupils during 1880-'81; the condition of the school was satisfactory and all the ap-



pliances and apparatus were of the most approved kind. The course of instruction comprises the English branches of a common and high school grade, with such employments as mattress and broom making, cane seating, sewing, knitting, and domestic work. The work of the printing department was carried on during the year with unusual vigor, ten new books for the blind being issued. In response to an appeal by the trustees, about \$44,000 were raised towards a printing fund for the blind, and it was hoped that the amount would be increased to a sum which will yield an income of \$5,000 a year. The Kindergarten system has been found an efficient help in training the sense of touch and the powers of observation, comparison, combination, invention, memory, reflection, and action. There has been a steady advancement in the music department, where all the branches, including tuning, are taught; and to the tuning department has been intrusted for the fifth time the care of the 130 pianos in the Boston public schools.

#### EDUCATION OF THE FEEBLE-MINDED.

The *Massachusetts School for Idiotic and Feeble-Minded Youth*, South Boston, the *Private Institution for Feeble-Minded Youth*, Barre, and the *Hillsdale School*, Fayville, gave mental, moral, and physical training to over 200 feeble-minded children. The Hillsdale school received also the deaf and dumb and blind or any who could not be taught in ordinary schools, the number being limited to 12. The State school at South Boston gave its care gratuitously to pupils whose parents were not able to pay; to others a charge was made proportionate to the means of parents and the trouble and cost of treatment. Number of children in the school during the year, 130 (79 boys and 51 girls); of teachers, 5; of other employés, 23. The institution at Barre had 74 pupils (46 boys and 28 girls), under 9 teachers.—(Reports and returns.)

For full statistics of institutions of this class reporting, see Table XIX of the appendix, and for a summary, see the report of the Commissioner preceding.

#### REFORMATORY AND INDUSTRIAL TRAINING.

Eleven institutions intended either for the reformation of neglected youth or for training in industrial pursuits reported a total membership for 1880-'81 of more than 1,600. Four only of these schools are sustained by private charity, the remainder being under State, county, or city control.

Two of the 11 institutions referred to are truant schools, viz, that in Worcester City, and the Hampden County school, at Springfield; the others are Marcella Street Home, Boston; the Industrial School, Lawrence, under municipal control; Plummer Farm School, Salem; Industrial School for Girls, Dorchester; North End Industrial Home and North End Mission, Boston; the last 4 are maintained by private and church effort.

The *State Primary School*, Monson, included in the above, is wholly sustained by State appropriation. Children are received from the almshouse and from the superintendent of the indoor poor, and are retained until homes can be found for them. They are taught the English branches, tailoring, baking, shoe mending, farm and house work, and sewing. Although the average age of the children is something less than 10 years, all articles of clothing for inmates, as well as the bedding and household goods, are made by the children and employés, except the shoes, which are only mended. The total number of pupils was 403; the average, 399. Within the year 249 were sent to homes found for them or to friends.

The *State Reform School*, Westborough, reports a trying year in some respects, owing to the misbehavior of a few boys, encouraged and aggravated by hostile influences from without. Although the school has accomplished much good during 32 years of existence, the trustees think this has not been commensurate with the labor and money spent on it. They think the principal difficulty has been in putting the age for admission too high, the maximum being 17 years, when it should not be more than 14. The school was designed for boys of tender years who were hopeful subjects of reform; but it has been made a place of imprisonment for some who are unfit companions for them. Another difficulty is the congregate system which in part prevails. All the troubles and disturbances, and nearly all the escapes, have been from the main building, where brick cells and other means for forcible restraint were regarded by the boys as so many challenges to their daring and ingenuity, while those living in family houses and under family discipline were generally commendable in behavior and did not abuse the liberty granted them. There were 179 inmates during the year 1880-'81. The 4 schools maintained were of two grades and embraced the elementary English branches. The industries taught were farm and domestic work and cane seating of chairs.

In the *State Reform School for Girls*, Lancaster, the number of girls at date of the report was smaller than ever before in the history of the school. Out of 125 present during the year, 60 were placed in homes and only 6 returned, the largest number, considering the size of the school, ever placed out and the smallest percentage of returns. The reports from employers may generally be summed up by the words "doing well." It is



not claimed that they are thoroughly reformed, but that they are doing better than before committal, and many of them striving to become good and useful women. The common English branches, housework, dress making, and sewing are taught.

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

The Massachusetts Teachers' Association held its annual meeting for 1881 at Boston, December 29-31. The programme was well arranged, with able speakers on live topics, and the discussions are said to have been bright and interesting, although necessarily brief.

The first paper before the general association was by G. Stanley Hall, on "The moral and religious training of children." The next, by Mr. Luther W. Anderson, of Boston, on "Teaching history," led to considerable discussion. One on "School supervision," by Mr. N. A. Calkins, was discussed by Superintendent Seaver, of Boston, Secretary Dickinson, of the Massachusetts State board, and by General Oliver. The last gentleman presented what he called the other side of the supervision question, deprecating the influence of politics in it and urging the importance of securing competent supervisors. Governor Long, in a short address, expressed a willingness to coöperate with the legislature in any measure for the furtherance of education, referring to the need for additional agents and increased supervision. Mr. John D. Philbrick, in a paper on "The tenure of office of teachers," insisted that a permanent tenure is the true means of securing a competent body of teachers, and cited French and American authorities against the system which prevails in the United States, but, he asserted, in no other civilized country. Brief remarks on the subject were added by Rev. Dr. Miner and others, and it was decided to appoint a committee to bring the subject before the legislature. Dr. William T. Harris, of Concord, Massachusetts, then spoke on "The nature and necessity of pedagogical reform;" Mr. A. G. Boyden, of Bridgewater, on "Teaching form;" and Mr. E. A. Hubbard, of Massachusetts, on "Why do pupils learn so much and know so little?" The answer of the speaker was that they study for the sake of reciting rather than for knowledge, and often learn the words of a lesson without mastering its thoughts.

Before the primary school section a paper was read by Dr. B. Joy Jeffries, of Boston, on "Teaching color in school;" also one by Mr. Daniel B. Hagar, of the Salem Normal School, on "The phonetic method of teaching reading." The latter drew forth Messrs. Parker, Leigh, Clarke, Philbrick, Eaton, and others, all except Colonel Parker favoring the phonetic method.

Before the grammar school section, Mr. Charles F. King, of Boston, read a paper on "Geography taught by topics," and Mr. Putnam, master of Franklin Grammar School, Boston, one on "The relation of the teacher and his methods to the moral culture of his pupils." Mr. Putnam disapproved of the self reporting system as tending to foster dishonesty. The discussion which followed showed a difference of opinion on this point.

The high school section listened to an address on "The poets in school" from Mr. William J. Rolfe, who thought too little use is made of poetry in the public schools, and one on the method of studying modern languages, by Mr. Hermann B. Boisen, of Boston, who insisted on the advantages of the conversational over book methods of teaching.—(National Journal of Education.)

### ASSOCIATION OF CLASSICAL AND HIGH SCHOOL TEACHERS.

The Massachusetts Association of Classical and High School Teachers held its fourteenth annual meeting at Boston, April 9 and 10, 1881.

After the usual preliminary business, Mr. Forbes, of the Roxbury Latin School, presented a very ingenious method for practically illustrating the law of "The parallelogram of forces" by the use of a simple arrangement of weights and pulleys attached to a frame on the blackboard, on which the diagrams should be first drawn. Mr. Elbridge Smith, Dorchester, added a few remarks on the use of an umbrella for the same purpose. Mr. John Tetlow, of the Girls' Latin School, followed with a plea for "Quantitative pronunciation in Latin," and Mr. S. Thurber urged admission to college on the recommendation of the teacher, without examination, taking the ground that by this means cramming is prevented and a more profitable use of the pupil's time insured, while the teacher's certificate is a much better indication of the fitness of the applicant than is the result of a college admission examination. A somewhat animated discussion followed, in which Professor Lincoln, of Brown University, Mr. W. C. Collar, Mr. Tetlow, Professor Hitchcock, of Amherst College, and Principal Ladd, of Chauncey Hall School, Boston, participated. Professor G. M. Lane, of Harvard College, read a paper on "Latin conjugation." A discussion on "Requirements for admission to college in English," with special reference to Harvard, was opened with a paper by Mr. W. C. Collar, of the Roxbury Latin School, Professor Shipman of Tufts College, Professor W. P. Atkinson of

the Institute of Technology, and others participating. On the second day, after the election of officers for the ensuing year and the reports of committees, six short papers were given on "Sight translation," on an elucidation of two lines from the *Iliad*, on a phrase in Virgil, on the manipulation of glass, on Seeley's History and Politics, and on the uselessness of graduating exercises, Elbridge Smith, of Dorchester, closing with a report on the importance of a history of education in Massachusetts.—(Journal of Education.)

### OBITUARY RECORD.

GEORGE B. EMERSON.

While Maine was still a part of Massachusetts, Mr. Emerson there first saw the light, September 12, 1797. His father, a physician of taste and culture, early taught his boy the languages and literature necessary to prepare him for college, aiding him also in his study of the botany and natural history of the neighborhood. He was thus at 16 ready to enter Harvard College, in the class with George Bancroft, Caleb Cushing, and others of almost equal note; he held his own with them to the time of graduation, when, teaching for a while to recruit his finances, he was recalled to Harvard as tutor in mathematics. Preparing for use in the college an important French text book on the calculus, he so commended himself to the authorities as to be offered the mathematical professorship while still only about 24. But being offered also the headship of the English Classical School of Boston, he preferred this to the professorship, because of the better opportunity it gave for testing certain theories he had as to methods of discipline and teaching. These aimed at very slight use of punishments, at a fair recognition of all honest progress, and at efforts to stimulate each pupil to endeavor to excel himself rather than excel his fellows. His success was so complete that within two years he was offered by some of the best men of Boston a salary of \$3,000 a year to give girls, in a special school for them, the advantage of his methods. He accepted it on condition that the school be limited to 32, and thenceforth always had it filled to this utmost limit, with pending applications for any vacancy that might occur. Of course a man thus demonstrating his ability gained influence, and he used this wisely in favor of better methods in the State school system, which he did much to improve and perfect. He died March 4, 1881, full of years and honors, an author of fair repute, a member of several learned societies, a doctor of laws of Harvard from 1859, and with the title of "The model teacher of the nineteenth century."

HENRY FOWLE DURANT.

This gentleman, known for many years as a successful lawyer at the Boston bar, will be better known in coming time as the generous founder of the first true college for women in the State of Massachusetts and one of the two or three very best in the United States. His original name was Henry Welles Smith, but when he came into active life he found embarrassment in business from the fact that there were several other Smiths with almost precisely the same name, and therefore had his changed by act of legislature to one embodying his mother's two family names. Born 1822, he entered Harvard at 15 with Edward Hammond Clarke, Thomas Wentworth Higginson, and others since well known, graduating with them in due course in 1841. Having studied law in connection with his collegiate studies, he was admitted to the bar in the same year in which he graduated, and was at once taken into partnership with his father and Benjamin F. Butler, in their law office at Lowell. Here he laid the foundation of that reputation for keen acumen and intense devotion to the cases given him which subsequently brought him fame and wealth. But Lowell was not wide enough for his ambition, and in 1846 he went to Boston, continually increasing his practice till he was about 40 years of age, when the death of his only son, a boy of high promise and ardently beloved, so saddened him that he threw up his profession and never tried a case again. Looking around for something to which he might devote the wealth he had amassed and had intended for his child, the thought of women's need of higher and wider opportunities for thorough education suggested the idea of founding for them such a college as might be eventually a Harvard for the sex. The thought grew into a purpose, the purpose was carried out with the decision that marked all his acts, and Wellesley College, with beautiful buildings, ample and charming grounds, full courses, numerous and eager students, will remain a splendid monument of Mr. Durant's intelligent and judicious liberality.

### CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. DICKINSON, *secretary of State board of education, Boston.*

[Mr. Dickinson has held the position of secretary and chief executive officer of the board by successive annual election since 1876. His predecessors were Horace Mann, 1837-1848; Barnas Sears, 1848-1861; Joseph White, 1861-1876. His special aids have been for several years Messrs. George A. Walton and E. A. Hubbard, agents of the board for visitation of schools, conference with school committees, holding institutes, and use of other means for improving the public education given.]

**MICHIGAN.**  
STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (5-20) -----	506, 221	518, 294	* 12, 073	-----
In primary school districts -----	292, 509	291, 431	-----	1, 078
In graded school districts -----	213, 712	226, 863	13, 151	-----
Enrolled in public schools -----	362, 556	371, 743	9, 187	-----
Enrolled in primary school districts -----	221, 403	219, 700	-----	1, 703
Enrolled in graded school districts -----	141, 153	152, 043	10, 890	-----
Per cent. of enrolment on whole number.	71. 6	71. 7	0. 1	-----
Pupils in private or church schools -----	18, 854	19, 788	934	-----
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
Number of school districts -----	6, 352	6, 526	174	-----
Districts that reported schools maintained.	6, 263	6, 281	18	-----
Districts with ungraded schools -----	5, 963	6, 115	152	-----
Districts with graded schools -----	389	411	22	-----
Number of public school-houses -----	6, 400	6, 575	175	-----
Number of sittings in the same -----	446, 029	454, 624	8, 595	-----
Volumes in public school libraries -----	261, 993	279, 884	17, 891	-----
Average time of schools in days -----	150	154	4	-----
Number of private or church schools -----	264	252	-----	12
Valuation of public school property -----	a\$8, 977, 844	\$9, 384, 701	\$406, 857	-----
<b>TEACHERS AND THEIR PAY.</b>				
Men teaching in public schools -----	4, 072	4, 024	-----	48
Women teaching in the same -----	9, 877	10, 448	571	-----
Whole number teaching -----	13, 949	14, 472	523	-----
Average monthly pay of men -----	\$37 28	\$36 98	-----	\$0 30
Average monthly pay of women -----	25 73	25 78	\$0 05	-----
State teachers' institutes held -----	65	55	-----	10
Enrolment in these institutes -----	4, 482	4, 548	66	-----
Average enrolment at each -----	69	83	14	-----
<b>INCOME AND EXPENDITURE.</b>				
Total receipts for public schools -----	\$3, 002, 032	\$3, 772, 321	\$770, 289	-----
Total expenditure for same -----	3, 109, 915	3, 417, 598	307, 683	-----
<b>SCHOOL FUND.</b>				
Amount of permanent fund available.	\$2, 880, 942	\$3, 040, 183	\$159, 241	-----

a Exclusive probably of school apparatus.

(From reports and returns of Hon. Cornelius B. Gower and Hon. Varnum B. Cochran, State superintendents of public instruction, for the two years indicated.)



## STATE SCHOOL SYSTEM.

## OFFICERS.

For the State, these are a superintendent of public instruction, with a 2 years' term; a board of education of 3 members, which has control of the State Normal School and examination of teachers for State certificates; and a board of 8 regents of the University of Michigan, elected by the people for terms of 8 years, 2 to be changed annually. The local officers are district boards of 3 each for terms of 3 years, with annual change of 1; township boards of school inspectors, with 3 members; a board of 6 trustees, with one-third annually changed, in districts having over 100 children of school age; and 3 county school examiners elected by the chairmen of township boards in each county at their annual meeting, 1 to be changed each year. Women of 21 are eligible to the office of school inspector, and with the usual qualifications of electors are entitled to vote in district meetings.—(School laws of 1881.)

## OTHER FEATURES OF THE SYSTEM.

The school system extends from the lowest ungraded schools up to the State University, including a State Agricultural College, State Normal School, Institution for the Deaf and Dumb, School for the Blind, State Reform School (for boys), Reform School for Girls, and a Public School for Dependent Children, all supported by special appropriations from the State. The ordinary public schools are sustained from the income of a permanent school fund; a township tax of 1 mill on \$1; a district tax voted by the district for buying or building school-houses, the amount to be proportioned to the number of children of school age in the district. Where bonded indebtedness is incurred districts containing less than 10 children are not to raise more than \$250; districts containing between 10 and 30, \$500; and districts containing between 30 and 50, \$1,000; and such additional tax as shall be necessary to keep the school-houses in good repair, furnish apparatus, support libraries, pay liabilities and district officers, the amount not to exceed one-half that raised for building. To obtain State aid, schools must not be sectarian, must have been taught the time required by law<sup>1</sup> and by a legally qualified teacher. Teachers must hold one of the 3 grades of certificates of qualification given by the county boards of examiners,<sup>2</sup> subject to the approval of the State superintendent, or from the State board of education, authorizing them to teach throughout the State without further examination for 10 years. No school or department shall be taught separately on account of race or color. Township and district libraries, county teachers' institutes, and a State teachers' association are provided for.—(School law of 1881.)

## GENERAL CONDITION.

The statistics for the year show a large and general advance. With 12,073 more youth of school age, 9,187 more were enrolled in the public schools, making 71.7 per cent. of the school population enrolled, an increase of one-tenth of 1 per cent., while in private and church schools there were 934 more than in the previous year, bringing up still higher the percentage of those under instruction. Of the public school pupils it may be noted, too, that while the ungraded schools had 1,703 fewer in attendance the graded ones had 10,890 more. For the additional pupils there was fair provision, as respects accommodation, in 8,595 more sittings, the districts with graded schools increasing in considerably larger proportion than the whole number maintaining schools. For imparting instruction there were 523 more teachers, 66 more having had some good normal training under the conductors of State institutes. The average enrolment at each one of these institutes was for the year 14 more than in the year preceding, showing a slight increase of disposition to improve, though not yet as much as could be wished for. Moreover, for the reading of both the teachers and the pupils, there were 17,891 more volumes in school libraries, with additional apparatus for the illustration of instruction, estimated by the superintendent to be worth about \$200,000. The permanent available State school fund increased \$159,241; the current receipts for public schools, \$770,289; the expenditure for them going up \$307,683. And all this increase, it is worth noting, came in a year when forest fires desolated large portions of three great counties, laying waste the farms, villages, and homes of the inhabitants and calling for large contributions from the people of the State.

While all the above things show a relative improvement that is very gratifying, there are some things stated positively and without comparison with the preceding year that show an excellent condition of affairs in matters of importance which, if compared with 1880, would also show considerable gains. For example: of the 6,526 school districts,

<sup>1</sup> Not less than 9 months of the year in districts having 800 children of school age, not less than 5 where there are from 30 to 800, and not less than 3 in all other districts.

<sup>2</sup> Changed by law of 1881 from township inspectors.



3,262 had uniform lists of text books; 852 had a prescribed course of study; 3,067 had dictionaries; 1,166 made no change of teachers during the year; 1,080 of the teachers had their certificates renewed without a reëxamination; 302 held State Normal School diplomas, and 4,061 counted on making teaching a profession.

#### REPEAL OF THE COMPULSORY SCHOOL LAW.

Owing to the neglect of the compulsory school law, passed 10 years ago, the legislature in 1881 repealed it. It required children 8 to 14 years of age to be sent to public schools at least twelve weeks in each school year, unless excused for cause or educated elsewhere. (Letter from assistant State superintendent of public instruction.)

#### KINDERGÄRTEN.

In 1880-'81 four of these schools reported from Detroit, viz: the Kindergarten of the German-American Seminary, with 45 pupils; Mrs. Hailmann's Kindergarten, with 16; one organized in 1880, conducted by Maria C. Elder, with 12; and Miss Jennings's Kindergarten, organized in 1880, with 12, showing a total of 85 pupils. All these Kindergärten had the usual employments and appliances.

In Ionia City the Second Ward Kindergarten, organized in 1880, reported 1 conductor; it was connected with the public school, had 40 pupils, and provided the usual employments. One at Grand Rapids gave no data except that it was in connection with a primary school.—(Returns.)

- For further information in regard to these schools reporting, see Table V of the appendix.

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

In certain cities, under a general law for graded schools, there are boards of 6 trustees elected by the people for terms of 3 years, with annual change of 2; while some others are controlled by special laws. In Detroit, by an act of March, 1881, a school board of 12 is elected instead of 26 as formerly, 6 to serve for 2 years and 6 for 4, and to be elected from the city at large instead of 2 from each ward as before.

##### STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Adrian.....	7,849	2,388	1,424	972	31	\$28,503
Ann Arbor.....	8,061	2,676	1,900	1,427	37	27,718
Bay City.....	20,693	5,953	2,991	1,803	48	35,079
Detroit.....	116,340	37,926	16,158	11,429	263	267,292
East Saginaw.....	19,016	6,429	3,189	2,506	59	64,513
Flint.....	8,409	2,373	2,166	1,278	37	29,858
Grand Rapids.....	32,016	10,635	5,853	3,649	105	90,952
Jackson a.....	16,105	4,394	3,547	1,935	56	47,010
Kalamazoo.....	13,552	3,218	2,054	1,315	45	36,404
Lansing.....	8,319	2,347	1,588	986	31	21,598
Muskegon.....	11,262	4,007	2,015	1,238	33	35,885
Port Huron.....	8,883	3,003	1,836	.....	26	12,348
Saginaw.....	10,525	3,577	1,805	1,280	34	31,748

a The statistics include two districts, No. 1 and No. 17.

#### ADDITIONAL PARTICULARS.

In *Adrian* 30 per cent. of the population were of school age; 60 per cent. of these were enrolled in public schools, while 68.25 per cent. of those enrolled were in average daily attendance. Thirty-one teachers were employed, and expenditures for school purposes reached \$28,503. Special instruction was given in drawing and penmanship. The high school enrolled 199, with average daily attendance of 149; the grammar schools 503, average daily attendance 363; and the primary schools 722, average daily attendance 460. School property was valued at \$104,000.—(State report.)

*Ann Arbor* in 1880-'81 had 885 of her 1,900 public school pupils in primary grades, 545 in the grammar, and 470 in the high, under 37 teachers, all women except 5 in the high school. There were 6 school buildings, with 1,480 sittings, besides 7 rooms used only for recitations, all valued, with other school property, at \$140,500. There was an advance of 23 in enrolment over previous year, 20 of these being in the high school. The average daily attendance reached 75 per cent. of the enrolment and 95 per cent. of the average number belonging. The work of the year is said to have been carried forward

with unusual steadiness and smoothness. Most of the teachers made creditable advance in skill and methods of teaching. The course of study below the high school, covering 8 years, was carefully arranged with reference to its practical usefulness. More time than formerly was given to language work, while arithmetic, as heretofore, was studied from the first class entered up to that seeking admission to the high school. From lack of a regular teacher music received less attention than was desirable. There was an estimated enrolment of 200 in private and parochial schools.—(Report and return.)

In *Bay City* 29 per cent. of the population were of school age, and 50 per cent. of these were enrolled in the public schools, the average daily attendance being 60 per cent. on enrolment and 92 per cent. on average number belonging. In the primary grades the enrolment was 2,148, with average daily attendance of 1,277; in the grammar 670, with average daily attendance of 405; while in the high school it was 173 and average daily attendance 121. There were 48 teachers, all women but 2, and 7 school buildings, having 2,600 sittings, and 8 rooms used only for recitations, all valued, with other school property, at \$146,000. Instruction was given in drawing, and 250 pupils studied German. In private and parochial schools 500 were enrolled.—(Return.)

*Detroit* returned 43 per cent. of its school population in public schools and 71 per cent. of these in average daily attendance. The city public schools were classed as primary, grammar, and high, with a course covering 12 years, giving 4 to each division. The high school also had graduate and special students. The schools were under 263 teachers, 4 being special. There were 28 public school buildings, with 13,110 sittings, and, excluding 2 small rented buildings, they were valued, with sites, &c., at \$821,489. Special instruction was given in music, drawing, penmanship, and reading. Schools were taught 196 of the 200 school days. A night school for boys was held 81 nights in the high school building, with a total enrolment of 469 and an average attendance of 116, employing an average of 5 men teachers, at a cost of \$732.75. The usefulness of such schools was said to be no longer a question, although irregularity of attendance was a great difficulty. In the "training class for teachers" the first year's work was reported to have been eminently successful. There were 6,731 enrolled in private and parochial schools.—(City report and return.)

*East Saginaw* had 8 brick and 3 frame school buildings, with 3,075 sittings for study and 7 rooms used only for recitation, all valued, with other school property, at \$200,000. The schools were graded as primary, grammar, and high, with a course covering 12 years, giving 4 to each class of schools. In the primary there were 2,067 enrolled and 1,452 in average daily attendance; in the grammar 938, and 708 in daily attendance; in the high 184, with 148 in daily attendance. In all, 49.6 per cent. of school population were in the public schools, under 62 teachers. The schools were in session 194 of the 200 days of the school year. A night school for youths over 15 was taught 3 nights a week for three and a half months, with an enrolment of 125 boys and an average attendance of 60. The result was satisfactory. Special instruction was given in music, drawing, and penmanship. Irregularity of attendance continued, with some improvement, however, but the fact that the compulsory law remained a dead letter was regretted. The decrease in tardiness was encouraging. More school room was needed. The estimated enrolment in private and parochial schools was 400.—(City report and return.)

*Flint* reported 91 per cent. of its school population enrolled in the public schools, but only 59 per cent. of the enrolment was in average daily attendance. The schools were graded as primary, grammar, and high, the primary having 15 teachers, the grammar 17, the high 5. For these schools there were 7 buildings, with 1,770 sittings for study and 5 rooms for recitation; all, with sites, &c., valued at \$144,000. Special teachers in music and penmanship were employed. Schools were in session 195½ days. There were 95 enrolled in private and parochial schools.—(Return.)

*Grand Rapids* showed an increase of 851 in children of school age over the previous year, mainly due to the coming in of foreign laborers; but only 55 per cent. of the whole number were gathered into the public schools, and only 62 per cent. of those enrolled were retained in average daily attendance. The schools were graded as primary, grammar, and high, with a course of 12 years, giving 4 to each division. Of the 105 teachers, including those in evening schools, all but 16 were women. There were 16 school buildings, and with one or two exceptions they were substantial structures, supplying 4,834 sittings, 12 rooms for recitation, and 87 for study and recitation, each under one teacher; all valued, with sites, &c., at \$386,000. Music, drawing, and penmanship were taught by 2 special teachers. Of 11,952 volumes in the public school library 1,590 were added during the year. For night schools, 7 rooms were used and 7 teachers employed, with an enrolment of 280 and an average attendance of 70. The continuance of these schools was recommended. There was an estimated enrolment of 1,000 in private and parochial schools.—(City report and return.)

*Jackson*, which includes 2 districts in the city, reported an enrolment of 81 per cent.

of its total school population, and 54 per cent. of those enrolled in average daily attendance, under 56 teachers. School property was valued at \$160,000.—(State report.)

*Kalamazoo*, as compared with 1879-'80, showed a gain of 211 in children of school age, but a loss of 85 in enrolment and of 133 in average daily attendance. It had only 64 per cent. of its school population enrolled, and the same per cent. of those enrolled in average daily attendance, with 45 teachers and school property valued at \$119,700.—(State report.)

*Lansing* reported small gains in school population and attendance. It showed 68 per cent. of children of school age enrolled, 67 per cent. of those enrolled in average belonging, with 92 per cent. of these in average daily attendance, under 31 teachers; and estimated value of school property \$106,000.—(State report.)

*Muskegon* reported its public schools classed in the usual twelve years' course. The high school had two parallel courses, a Latin-scientific and an English-scientific, each of four years. The enrolment for the year in all the schools was 50 per cent. of the school population, while only 64 per cent. of those enrolled were in average daily attendance. The prevalence of diphtheria during the fall and winter reduced attendance. School property was valued at \$91,924.—(State and city reports.)

*Port Huron* had 5 school buildings, with 26 rooms for its primary, grammar, and high schools, valued, not including sites, &c., at \$80,000. The schools enrolled 61 per cent. of school population under 26 teachers and were taught 197 days. There were 300 enrolled in private and parochial schools.—(Return.)

*Saginaw* had 50 per cent. of the children of school age enrolled in its public schools and held 71 per cent. of the enrolment in average daily attendance under 34 teachers. For its schools, graded as high, grammar, and primary, there were 6 school buildings, with 1,656 sittings and 4 rooms used only for recitation, all valued, with other property, at \$100,000. Special instruction was given in music, drawing, and penmanship. Schools were taught 195 days. There was an enrolment of 600 in private and parochial schools.—(Return.)

## TRAINING OF TEACHERS.

### STATE PROVISION FOR NORMAL INSTRUCTION.

The *Michigan State Normal School*, Ypsilanti, in 1880-'81 placed itself in close relation with other schools of the State by a system of interchange of reports and acceptance of certificates of standing from those schools as a basis of admission to advanced standing. Greatly needed room in the "practice school" was provided for through a State appropriation of \$25,000, and a new building for that department was to be in readiness in September, 1882, when the State board hoped to reorganize the school and introduce a new plan of work. During the year the State board authorized changes in the courses of instruction so as to present five distinctly different courses, viz, scientific, language, literary, art, and common school, each covering 4 years, except the common school, which covers 2 years. By substituting a language in place of certain studies in the scientific, literary, or art course, students are said to have seventeen courses from which they may make a selection. In regard to the "professional course," the board ordered that students sustaining examinations or presenting certificates of standing in all the academic subjects in any course may complete the professional work of that course in 1 year; and, in regard to "professional training," that during the first year of the common school course, and the first and second years of the others, each pupil is required to note the methods of instruction pursued by the teacher and give an accurate account of the same.

There was a total enrolment of 492, of whom 174 were in the "practice school" and 318 were normal pupils under 12 instructors. Out of 90 students graduated, 80 were in the next school year engaged in teaching. Diplomas from the common school course entitle the holder to a certificate to teach 3 years in the public schools of the State without examination. Graduation from any of the higher courses entitles those holding diplomas to life certificates to teach in any public school in the State.—(State report, return, and circular.)

The *course in the science and art of teaching* in the University of Michigan, Ann Arbor, in 1880-'81 covered 1 year, divided into 2 subcourses which were substantially the same as in the previous year, except that in the first semester there were 4 lectures instead of 2, and a corresponding extension of the work. The general purpose in both was not so much to teach specific methods as to put students in firm possession of a body of doctrines, assuming that they can form for themselves their own art out of the principles they learn. In connection with each course a certain amount of reading was required, the general library affording a choice selection of 200 pedagogical works. Teachers' diplomas designed to be certificates of qualification were given to those who, pursuing one of the courses and some one other course of study with reference to teaching, by



special examination showed the required qualifications. Recitations and lectures were given 4 times a week through the year of 36 weeks. There was an enrolment of 71 normal students, with 1 instructor.—(Announcement, 1880-'81, and return.)

#### OTHER NORMAL TRAINING.

Mr. and Mrs. Hailmann still report from Detroit, where they opened in October, 1881, a new training class of ladies wishing to become Kindergartners, the course to last 8 months, with daily instruction and lectures.—(Kindergarten Messenger, August, 1881.)

Normal courses were reported in colleges, at Adrian, of 2 years; at Albion, of 4 years, with a shorter course of 3 years; at Battle Creek, a 4 years' regular course and 8 weeks' drill for teachers during the first 8 weeks of each college year; at Grand Traverse College, a normal course of undefined length; at Hillsdale, a 2 years' course, with diplomas of graduation instead of degrees; and at Olivet, a normal department of 3 courses, an elementary of 2 years, a full English of 3, and a language course of 4. A summer normal class of 5 weeks was held here in July and August.—(Catalogues.)

#### TEACHERS' INSTITUTES.

The State Teachers' Institute was held at Lansing July 5-8. The prime object of this meeting is to prepare for the institute work of the ensuing year by discussing the various methods of teaching the different topics which should be presented at the county institutes. There were 98 in attendance, among whom were 19 of the prominent instructors of the State. The work of preparing a manual for the institute work of the next two years was taken up, and each syllabus of the preceding one was frankly and fully criticised. These gentlemen brought to this work a large experience derived from active work in institutes, resulting in a manual said to be well adapted to its purpose. In addition to the labors of each day, an evening conference was held, where an interchange of views was had upon the minor details of institute management. Besides this, 54 institutes were held during the year in as many counties, with an aggregate enrolment of 4,450, making, with the State institute, 4,548, a gain of 66 over the previous year, although the number of institutes was less by 10. The average enrolment showed an increase of over 20 per cent. These institutes bring annually to the counties where they are held a well trained corps of educators, giving to the teachers the best methods and bringing some measure of professional training within the reach of all. They have thus become an important factor in the improvement of teachers.—(State report.)

#### EDUCATIONAL JOURNAL.

The Michigan School Moderator, the present educational paper of the State, was begun in the year 1880, and reached the close of the first volume September, 1881. It is published weekly at Grand Rapids, giving much information in regard to the school work in the State, and also that of the different States, with other matter bearing on methods of teaching and improvements in school work.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

In 411 graded public school districts 60 high schools were reported, with a total enrolment of 6,563, an average belonging of 4,767, and an average daily attendance of 4,373.

Ann Arbor, with an enrolment of 470, offered 5 courses, classical, Latin, scientific, English, and commercial, each of the first 4 covering 4 years and the last covering 2. Detroit enrolled 773 in regular English, classical, Latin, and preparatory English courses of 4 years each. East Saginaw, with an enrolment of 184, offered classical, Latin, scientific, English, and English-German courses of 4 years each. Grand Rapids enrolled 410 in common English, preparatory English, classical, Latin-scientific, scientific and engineering, French, and German courses of 4 years each. Muskegon, with an enrolment of 84, had Latin-scientific and English-scientific courses of 4 years each.—(State and city reports.)

High schools within the State that have in any year been examined and approved by a committee from the faculty of the University of Michigan may in that year send their graduates into the freshman class of the university on their diplomas. At the beginning of the university year 1880-'81, such students were received from the high schools of Ann Arbor, Battle Creek, Coldwater, Corunna, Detroit, East Saginaw, Fenton, Flint, Grand Rapids, Jackson, Monroe, Pontiac, Saginaw, and Ypsilanti. At the opening of 1881-'82 they came from the schools of the same places, with the addition of Manistee, Milford, and Union City; also, from the Michigan Military Academy, Orchard Lake, which, within the year, had been accorded the same privilege as the high schools in this respect.—(Calendars of university for these years.)



## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Michigan, Ann Arbor (non-sectarian), organized in 1841, is a part of the public educational system of the State. Its general control is vested in a board of 8 regents, elected by the people for terms of 8 years. From its small beginning, 40 years ago, with 53 students, its calendar for 1880-'81 shows an enrolment of 1,534. In accordance with the law of the State, the university has aimed to complete and crown the work begun in the public schools by supplying facilities for a liberal education, offering these privileges free of tuition to all of either sex in or out of the State who are qualified for admission. Its relation to the public schools of the State since 1871, when students from the approved high schools were first admitted on diplomas, has been closer than ever before. It comprises departments of literature, science, and the arts (which last now includes a school of political science as well as a department of the science and art of teaching), with schools of medicine and surgery (regular and homœopathic), law, pharmacy, and dental surgery. The school of political science was introduced during the year, following Cornell University, which was the first to have a school of history and political science, and keeping pace with Columbia College, which introduced such a course in 1880-'81. In the departments of literature, science, and arts different lines of study lead to the degrees of B. A., B. S., B. L., PH. B., C. E., and M. E. In this department there were 521 students; in that of medicine and surgery, 380; in the school of law, 371; in that of pharmacy, 88; in that of dental surgery, 86; and in the homœopathic medical college, 88; total number of students in the university, 1,534.

The other colleges reporting (all admitting women) are Adrian (Methodist Protestant), Albion (Methodist Episcopal), Battle Creek (Seventh Day Adventist), Hillsdale (Free Will Baptist), Kalamazoo (Baptist), Olivet (Congregational Presbyterian), all having post offices corresponding to their titles; while Grand Traverse College, Benzonia (Congregational), and Hope College, at Holland (Reformed Dutch), still remained on the list. All showed preparatory courses of 1 to 4 years and classical of 4; all but Hope College, scientific courses of 3 to 4 years; all but Hope and Kalamazoo, normal of 2 to 4 years. Battle Creek, Grand Traverse, and Hillsdale showed commercial courses, the last adding instruction in telegraphy. Battle Creek had a minim department for children under 14 years of age, also intended to serve as a model school, where a limited number of those preparing to teach are trained after the most approved methods. Excepting Kalamazoo and Grand Traverse, all had French and German in their courses, while Albion added Anglo-Saxon; Battle Creek, Danish; and Hope, Dutch. Schools of art and music appeared in the courses of Adrian, Albion, Olivet, and Hillsdale,<sup>1</sup> the latter adding a course of 4 years in philosophy. Albion showed separate Greek, Latin, Latin-scientific, English, and scientific courses of 4 years each, adding during the year a school of painting in connection with a literary course of 4 years, and introducing scientific vocal music as a specialty. Grand Traverse remained much as reported in 1878-'79, its burned buildings not having been fully replaced, and some difficulties in relation to funds still existing. In 1880-'81 its most important work was the education of teachers for schools in the vicinity. Hope was expressed that in the near future this school may accomplish its regular college work.

For statistics, see Table IX of the appendix; for summary of them, the report of the Commissioner preceding.

## INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As the university and colleges of this State admit women freely to their privileges, there has been no call for colleges especially for them. The only institution approximating this rank, and meant for young women only, has been for some years the Michigan Female Seminary, Kalamazoo, which the State visitors have in successive reports commended as giving a high order of instruction in class studies under healthy home influences, with some training in domestic occupations.—(State reports.)

<sup>1</sup> An officer of Hillsdale College writes that from 1877 it has had a full school year of general geometry and calculus, practically elective, with a year of Greek and Latin. During this time the same number of ladies as gentlemen (10 of each) have elected this study in higher mathematics. A more interesting fact is that the ladies have shown as much interest as the gentlemen in this mathematical study, and equal ability in the work regularly assigned.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The Michigan Agricultural College, Lansing, reported substantially the same regular course of 4 years, with elective and graduate courses, as in 1879-'80. The instruction is mainly practical in its character. Labor with fair compensation is furnished to the student. Under the auspices of the State board of agriculture, 6 farmers' institutes were held during the winter in different parts of the State, conducted in part by the faculty of the college.

There were 228 students in attendance during the year, and 33 graduated with the degree of B. S., bringing the total number of graduates up to 244. The relations of the college and the agricultural societies of the State were reported to be mutually friendly.

Scientific courses were reported in each of the 8 colleges of the State and in the university, that of the last comprising civil, mechanical, and mining engineering, with special and advanced courses in palæontology, zoölogy, botany, physics, astronomy, and chemistry.

For statistics of scientific schools, courses, and departments, see Tables IX and X of the appendix, and the summaries of them in the report of the Commissioner preceding.

## PROFESSIONAL.

*Theological.*—The following colleges showed theological courses: Adrian (Methodist Protestant), Battle Creek (Seventh Day Adventist), and Hillsdale (Free Will Baptist). In Adrian the school of theology was not fully defined. A 3 years' course, leading to the degree of B. D., was laid down, and instruction given so far as demanded apparently to students in the collegiate courses.

The department of theology in Battle Creek is designed for young men and women preparing for the ministry or missionary work, whose circumstances do not allow a complete collegiate course. A biblical course of 3 years was the only one yet arranged.

The theological department in Hillsdale reported an English course, embracing all the studies of the regular course except the ancient languages.

Those desiring admission to these schools must show a fair acquaintance with English studies.

*Legal.*—The law department of Michigan University furnished legal education in a course of 2 years of 6 months each, leading to the degree of LL. B. Each candidate was required to prepare a dissertation upon some legal topic, which must be satisfactory in matter, form, and style. There were in attendance during the year 371 students.—(Calendar.)

*Medical.*—The 2 medical schools of the Michigan University, that of medicine and surgery (regular) and the homœopathic, have since 1880 given instruction in required graded courses of 3 years of 9 months each, and in 2 extended optional courses, one of physiological and pathological chemistry, the other in toxicology. In both, women were admitted on the same conditions as men, instruction for the most part being given separately. Requirements for the degree of M. D. were substantially the same in both, viz, 3 years' study of medicine, including time at lectures, and a satisfactory examination in all the studies of the full course. There were 380 students in the regular school and 88 in the homœopathic.

Detroit Medical School has taken its place with the advanced medical schools of the United States, having inaugurated changes which require a preliminary examination in English, mathematics, and physics for all without evidence of high literary acquirements; a new course, to include 3 years of graded studies of 6 months each, with increased work in the laboratories during the first 2 courses; obligatory attendance upon 3 regular terms, instead of 2 as heretofore; the grading of both practical and didactic studies; daily clinical work during the entire last course; and a division of students into 3 distinctly graded classes.—(Announcement.)

The Michigan College of Medicine, Detroit, organized in 1880, announced for its session of 1881-'82 that it had adopted a standard of matriculation examination sufficiently high to insure the admission of none but thoroughly prepared students, this standard being that of the general medical council of Great Britain and Ireland. At the outset it adopted the graded system of teaching, and continued to require attendance on 3 graded courses of 6 months each. In its first year there were over 60 students; in its second, 76.—(Announcement.)

*Dental.*—The College of Dental Surgery of the University of Michigan reported a 3 years' graded course, and one of 2 years for those who could not complete the full course. For admission the candidate must be 18 years of age, must pass an examination in the ordinary English branches, or present a diploma from some college, academy, or high school, or must be a matriculate of the university. For graduation there must have been 3 years of study, an attendance on 2 full courses of lectures in the college, the submis-

sion of a thesis upon some subject of the course, the showing of some professional work, and evidence of skill and ability in treating cases.—(Calendar.)

*Pharmacy.*—In the school of pharmacy, also connected with the university, applicants for admission not having diplomas from high schools or certificates of good standing in higher institutions must undergo an examination in English, mathematics, and Latin. For graduation the student must have completed a graded course of 2 years, covering 9 months in each year and comprising daily recitations and lectures, work in the laboratories of 3 to 4 hours daily through the 2 years, 3 semesters of analytical chemistry, 1 of microbotany, and 1 of pharmaceutical chemistry.—(Calendar.)

For statistics of the above professional schools, reference is made to Tables XI, XII, and XIII of the appendix, and summaries of these in the report of the Commissioner preceding.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Michigan Institution for Educating the Deaf and Dumb*, Flint, consists of 3 departments (primary, with 5 grades; grammar, with 3; and academic, with 2), embracing the ordinary common school branches. In 1881 it was under 14 instructors, 2 being for semimutes and 1 a special teacher of articulation and lip reading. There were 249 students in attendance during the year, making 886 since its foundation. The boys were taught printing, cabinet and shoe making, and the girls various kinds of needlework.—(State report and return.)

The *Evangelical Lutheran Institution for the Deaf and Dumb*, Norris, was under the control of the aid society of that denomination. It had 3 instructors and 41 pupils, and gave instruction in the ordinary English studies, including religion, object teaching, and drawing.—(Return.)

The *Class in Articulation for the Deaf*, Marquette, reported as a private institution, under 1 instructor, with 3 pupils, who were receiving training in the common English branches. (Return.)

The *Michigan School for the Blind*, Lansing, for 1880-'81 reported 23 instructors and employes and 63 pupils, making 72 since its opening in 1879. The method of imparting instruction was strictly oral. There were 55 in the literary department, while 33 were taught instrumental and 32 vocal music. In addition to the common English branches the pupils were instructed in civil government, botany, natural philosophy, and geology. The girls were taught sewing, mending, and knitting, the boys broom making. General information was given in evening readings by the teachers.—(State report and return.)

#### EDUCATION OF POOR AND NEGLECTED CHILDREN.

The *State Public School for Dependent Children*, Coldwater, reported in 1880-'81 as a "half-way house to a home," receives children 3 to 12 years of age. The school was open 11 months of the year; the children were in school 4½ hours a day and at work 3 hours. There were 42 officers, teachers, and assistants, with an attendance of 284. The studies were arranged as primary, intermediate, and grammar, including reading, writing, arithmetic, drawing, music, &c. The boys were taught farming and shoemaking; the girls, sewing, knitting, and general housework. The system is the family and congregate combined. As families of 25 or 30 they live in cottages, over which preside cultivated ladies, and are together only at meals, in school, and at work. On reaching 16 the children are placed in families. Of the 1,081 received, the greater part were taken from poorhouses, and 525 had been indentured up to 1880, averaging about 100 a year. By law the agent of the State board of correction and charities is the guardian of these children while minors.—(State report, return for 1880-'81, and report of State board of correction and charities, 1879-'80.)

The following private charities provide for the education of children in the common English branches, in the ordinary home industries, and provide homes in good families: The *Protestant Orphan Asylum*, Detroit, founded in 1840; the *Industrial School*, Detroit, established in 1857; the *Home of the Friendless*, founded in 1861; the two *St. Vincent's Orphan Asylums*, Detroit, one established in 1853, the other, for male orphans, in 1868. In 1880 these institutions had from five to six hundred children under their care.—(Report of the board of correction and charities.)

#### REFORMATORY AND INDUSTRIAL TRAINING.

The *Michigan State Reform School*, situated on a farm of 224 acres near Lansing, was reported to be doing well. In 1880-'81 there were 309 inmates, 158 having been received and 165 released. While the average time of keeping the boys in the institution was only 2 years, those leaving were proving themselves more worthy of confidence than at any previous time. Aided by the county agents of the State board of correction and charities,



the superintendent had found homes for many of his boys. The main building was completed, a spacious play-house nearly so, and a new chapel, for which \$10,000 had been appropriated and which was to contain a reading and library room, in addition to the audience room, was well under way. The aim in the school room was to give each boy before leaving a fair knowledge of the common English branches, in connection with the usual industries of such institutions.—(State report.)

The *Michigan Reform School for Girls*, Adrian, was opened on August 1, 1881. There were two cottages completed, with room for 64 pupils, and a building for chapel and school, with two additional cottages, was in course of erection. The course of study embraced five classes, including penmanship and drawing; while botany, gardening, and light gymnastics received attention. Training in singing and systematic Bible study, with daily moral lessons, entered into the plan of instruction. The forenoon of each day was devoted to domestic duties, while two hours of the afternoon and a portion of each evening were for school instruction. At date of report (October 1) there were 18 girls who were eager to learn and were making fair progress.—(State report.)

The *Detroit House of Correction* is a penal institution built and governed by the city of Detroit, the State legislature having enacted and approved a law for its organization in 1861. This institution is intermediate between the almshouse and State prison, receiving young men between the ages of 16 and 22, and all females who shall, for the first time, be convicted of any crime, treason and murder excepted. It was sustained by its industries and had excellent school and chapel accommodations. The average number of inmates was 500—400 males and 100 females.—(Report of board of correction and charities.)

The *Michigan State House of Correction and Reformatory*, established at Ionia in 1877, was originally limited to persons 16 to 25 and to criminals of lower grade than State prison offenders. By removal of all limitation of age and opening the institution for the committal of all disorderly persons, the reformatory has been substantially changed to a prison. During the year 889 were committed and 845 discharged. Of the whole number 699 could read and write, while 85 had learned to read and 80 to write since entering. Ten hours a day were given to industrial pursuits, and one and one-half hours of each evening to school, where the common English branches were taught. In the shops the inmates were instructed in the manufacture of pails, tubs, and toy furniture, shoe and cigar making, carpentry, and masonry.—(Report of the State board of correction and charities and return.)

#### INSTRUCTION OF CHILDREN IN POORHOUSES.

Children from the county poorhouses in the State were in 1880-'81, as before, sent to the district schools until they could be accommodated at the State Public School at Coldwater. In one instance the poorhouse constituted the district school, and a qualified teacher was employed. One district voted not to allow the children of the poorhouse to attend the public school. In some counties no poor children were allowed to stay in the poorhouses, being either bound out or sent to the State school.—(Report of State board of correction and charities.)

#### EDUCATIONAL CONVENTION.

##### MICHIGAN STATE TEACHERS' ASSOCIATION.

The thirty-first annual meeting of this association was held at Lansing, December 27-29, 1881, with 161 members. The association was called to order the morning of the 28th by the president, Austin George, and opened with devotional exercises by Prof. D. Putnam. The president then delivered an address on "The citizen of the world." This was followed by three papers on "The various relations sustained by the County board," "The grades and requirements for certificates," and "Examination in the theory and art of teaching." The discussion which followed these concluded the morning session. In the afternoon the county examiners met, and, after considering various questions of interest, pledged their united efforts to make the new system of examination of teachers and supervision of schools a success throughout the State. At the afternoon session followed an address on "School boards, their responsibilities to the people and their duties to the schools." After the appointment of the usual committees, a paper was read on "A year's experience in a departmental graded school," which gave rise to warm discussion. A committee on pedagogical text books reported a list of books which was adopted. The evening was devoted to music and an address on "The genius of industry." During the morning session of the 29th, an address was given on "The educational system of Germany" and a paper was read on "Our street gamins." In the afternoon this was followed by papers on "School hygiene" and "Industrial education." The usual resolutions were then adopted, officers for the ensuing year elected, and the association adjourned.—(State report.)



## OBITUARY RECORD.

For an obituary notice of Rev. Erastus Otis Havens, D. D., LL. D., for 8 years connected with the University of Michigan as professor and president, see New York, pp. 191-2.

GEORGE PALMER WILLIAMS, LL. D.

This gentleman was born at Woodstock, Vt., in 1802, and after graduating at the university of that State in 1825 and spending two years at the Andover Theological Seminary, became principal of the preparatory grammar school of Kenyon College, Gambier, Ohio, in 1828, where he remained till 1830, and then was chosen professor of languages in the Western University of Pennsylvania, Pittsburgh. Returning to Gambier in 1832 he remained some years as principal of the senior department of the grammar school, and in 1837 began his career as professor in the University of Michigan, first as manager of a branch at Pontiac and next at Ann Arbor, where for forty years he served successively as acting president, professor of ancient languages, and professor of mathematics and physics. By his accurate scholarship, his enthusiasm as a teacher, his warm benevolence, and the inspiring character of his christian virtues, he contributed largely to the growth of the university and the mental culture and moral advancement of generations of students, becoming, by his long and wise service, the Nestor of the institution. He died September 4, 1881, and the news of his death, it is said, "fell upon hundreds of hearts with the shock of a personal bereavement."—(State report, 1881.)

HENRY PHILIP TAPPAN, D. D., LL. D.

Dr. Tappan was born at Rhinebeck, N. Y., April 18, 1805. He graduated with high honors from Union College in 1825, and after three years at Auburn Theological Seminary, became pastor of the Congregational Church at Pittsfield, Mass. He remained here till 1831, when he sought to restore his impaired health by a trip to the West Indies. On his return in 1832, he accepted the chair of moral and intellectual philosophy in the University of the City of New York. At the end of six years he resigned, and spent much of the succeeding fourteen years in authorship, rising in the department of mental and moral science to a high rank among the thinkers of his day. In the autumn of 1852 he resumed his duties at the University of the City of New York, but soon after accepted the presidency of the University of Michigan, for which his valuable work on University Education had recommended him. The university being young and he the first president, he found a ready field for the application of his advanced theories as to the nature and scope of his ideal American university. Entering upon his work with zeal and hopefulness, he marked out the lines along which its progress was to be secured, and then breathed into it the impulse of his own spirit. The breadth and comprehensiveness of the university system should be ascribed to President Tappan more than to any other single man. His connection with it ceased in 1863, from which time he resided mostly abroad, dying at Vevay, Switzerland, November 15, 1881.—(State report.)

## CHIEF STATE SCHOOL OFFICER.

Hon. VARNUM B. COCHRAN, *State superintendent of public instruction, Lansing.*

[Term, by election, January 1, 1881, to January 1, 1883.]

## MINNESOTA.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)-----		300,923		
Different pupils in public schools--	180,248	177,278		2,970
Number of these in graded schools--	36,700			
Average daily attendance in public schools.		79,901		
Average attendance in graded schools.	24,372			
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts-----	4,244	4,328	84	
Districts with graded schools-----	85			
Number of graded schools-----	3,693			
Public school-houses reported-----		4,101		
Valuation of all public school property.	\$3,156,210	\$3,715,769	\$559,559	
Average time of schools in days.--	94	100	6	
TEACHERS AND THEIR PAY.				
Men teaching in the public schools--	1,874	1,811		63
Women teaching in the same-----	3,341	3,760	419	
Whole number employed-----	5,215	5,571	356	
Average monthly pay of men-----	\$35 29	\$36 52	\$1 23	
Average monthly pay of women----	27 52	28 62	1 10	
INCOME AND EXPENDITURE.				
Whole income for the public schools.	\$1,528,011	\$1,679,297	\$151,286	
Whole expenditure for them-----	1,706,114	1,466,492		\$239,622
STATE SCHOOL FUND.				
Amount of such fund available----	\$4,449,728	\$4,835,476	\$385,748	

(From the report of Hon. David Burt, State superintendent of public instruction, for 1879-'80, and a return by his successor, Hon. D. H. Kiehle, for 1880-'81.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

There is for the State a superintendent of public instruction appointed by the governor, with consent of the senate, for two years, who has general charge of the public schools, is a member ex officio of the board of ten regents of the State university, acts as secretary of the board of directors of the State normal schools, and is associated with the governor and president of the university in a State high school board. For each county there is a superintendent of schools elected every two years; for common school districts, a board of three trustees; for independent school districts, a board of six directors, who may appoint three competent persons as school examiners and may elect a superintendent of schools, who is ex officio a member of the board. The members of each board are chosen for three years, with annual change of one-third. Women may vote for school officers and hold school offices.—(School laws.)

## OTHER FEATURES OF THE SYSTEM.

The public schools are free to all resident youth of school age, and are sustained from the proceeds of a State school fund, from a county tax of 1 mill on \$1, from the proceeds of fines, estrays, and liquor licenses, and from an optional district tax not to exceed 9 mills on \$1 for schools or 10 mills for school-houses. The State money is apportioned to each county in proportion to the youth of school age actually enrolled in the public schools that have had three months' term yearly taught by qualified teachers who have reported the statistics required by law. The amount derived from county tax is returned to each district in the exact sums collected in said district. Teachers must have certificates of qualification, to be legally employed, and cannot receive pay for the last month of service until their registers are properly filled out and returned to the district clerk.

The State appropriates \$3,000 annually to defray the expenses of teachers' institutes to be held by the State superintendent in the sparsely settled counties for one week, and of normal training schools for teachers in the thickly settled localities, continuing at least four weeks.—(School laws, 1877.)

## GENERAL CONDITION.

From lack of a printed report giving the details of school work and legislation respecting it in 1880-'81, no full view of the general condition of school affairs for the year can be presented, and, as the superintendent died before completing his report, perhaps no complete account can ever be prepared. As far as the comparatively few statistics that have reached this Bureau go they show advance upon the whole, but an advance that seems hardly commensurate with the increase of population, of material development, and of wealth. Emigration from the more eastern States and Europe poured into the State during the year and new agricultural regions were developed; but, with an unquestionably large increase in children of school age, it appears from the returns received that there were 2,970 fewer children in the public schools. Still, the school accommodations were much improved, the time of schools was lengthened, the number of teachers was increased, and many of the new ones had the advantage of good normal training in institutes and normal schools. There was an increase of \$385,748 in the permanent State school fund and of \$151,286 in the school income, yet this seems to have led to increased expenditure only in building or repairing school-houses and giving teachers higher wages, the whole expenditure decreasing by \$239,622.

## KINDERGÄRTEN.

The first school of this class in the State was established in 1868 at St. Paul, and reported for 1881 7 teachers and 60 pupils. Kindergärten established later at Minneapolis and Winona each report from 30 to 40 in attendance. For further statistics, see Table V of the appendix, and a summary of the same in the report of the Commissioner preceding.—(Returns, 1881.)

## CITY SCHOOL SYSTEMS.

## OFFICERS.

Under a general law, all cities, towns, and villages organized into independent school districts since 1877 must have boards of education of six directors, elected by the people for terms of three years, with provision for annual change of two members. Certain cities are organized under special laws and vary as to their school boards. Each board may elect a city superintendent, who becomes by such election a member of the board and chief executive officer of the schools.—(School law, 1877.)

## STATISTICS.

Cities.	Population, census of 1880.	Children of schoolage.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Minneapolis .....	46,887	16,600	6,720	4,475	133	\$150,456
St. Paul.....	41,473	.....	4,338	3,515	102	113,413
Stillwater.....	9,065	.....	1,006	800	20	24,120
Winona .....	10,208	2,360	1,762	1,385	34	628,958

*a* The figures given for Stillwater are for 1879-'80, no later ones having been received.

*b* Total of items reported.

## ADDITIONAL PARTICULARS.

*Minneapolis* divided her schools (which were taught for 185 days) into primary, grammar, and high, and had 15 school buildings (an increase of 1 during the year), containing 5,500 sittings for study, valued with sites and furniture at \$418,104. An increase of 13 teachers, of 3,794 children of school age, of 578 enrolled in public schools, and of 227 in average attendance, appears for 1881. Drawing was taught by a special teacher.—(Return, 1881.)

*St. Paul* for 1881 reports 14 buildings (2 of them erected and 1 enlarged at a cost of \$70,000 during the year), with 3,728 sittings, all valued at \$254,000. The schools included all grades from primary to high and were taught 193 days by the 102 teachers. The enrolment for 1881 was the same as for 1880, with an increase of 485 in average daily attendance. Special teachers were employed for music, drawing, and penmanship. An enrolment of 1,800 in private and church schools is given. An evening school opened by the board of education had an enrolment of 212.—(Return, 1881, and Journal of Education, October 20, 1881.)

*Stillwater* sends no report for 1881.

*Winona* reports 3 buildings for graded schools and 1 for a high school, with 1,918 sittings, valued, with grounds, &c., at \$180,200. An increase of 49 in enrolment and of 219 in daily attendance is noted. Special instruction is reported in drawing and penmanship and an enrolment of 350 in private schools.—(Return, 1881.)

## TRAINING OF TEACHERS.

## STATE NORMAL SCHOOLS.

This State has 3 normal schools, one at Winona (opened in 1860), another at Mankato (in 1868), and a third at St. Cloud (in 1869). To each in 1881 it gave \$12,000, which seems to have been supplemented from some other sources. The normal school board at its semiannual meeting toward the close of 1881 reported all to be prosperous beyond the experience of any former year. Each appears to have an elementary course of 2 years and an advanced course of the same length, these overlapping for a year, so that those who go continuously through have only a 3 years' course. Winona has also a professional class for those who pass examinations in the academic studies of either course and who are willing to give another year to the philosophy and history of education, methods of teaching, school economy, &c. It also retained the Kindergarten training formerly reported in the model or practice school which it maintained, the others also having model schools, but without the Kindergarten. The 3 report to this Bureau for 1880-'81 a total of 32 teachers, 539 normal students, and 369 others, with 81 graduates for the year. A somewhat larger number of students, probably including some counted twice, was reported to the normal school board. All report instruction in drawing and vocal music, laboratories for chemical experiments, apparatus for illustrating physics, and model schools for practice teaching.—(Reports and returns.)

## TEACHERS' INSTITUTES.

A State teachers' institute was held at the Winona Normal School during the month of May, 1881. It was an earnest working institute, with 134 teachers in attendance, 77 of them students that had been connected with the school during the year. Most of the work was done in sections, under the instruction of the regular faculty of the school, with special teachers of penmanship and voice culture.

By a recent act of the legislature institute work has been reorganized in the State, and 1 teacher from each normal school has been appointed institute instructor, to be assisted by the county superintendent of each county where an institute is held. The institute instructor of the Winona school reports 3 institutes of 2 weeks each held by him during the year. From those of the other schools no report appears up to the date of going to press.—(Minnesota Journal of Education and normal school reports.)

## OTHER NORMAL TRAINING.

Courses of instruction in botany, chemistry, and geology were given at the University of Minnesota during July, 1881, principally to offer to the teachers of the State an opportunity to still better prepare themselves for teaching the sciences. Normal courses were offered in the Minneapolis Academy, Minneapolis; High Forest Methodist Episcopal Seminary, High Forest; and at Gustavus Adolphus College, St. Peter. Classes for instruction in methods of teaching are reported to be formed at the beginning of each term at Rochester English and Classical School, Rochester.—(Catalogues, 1881.)

## EDUCATIONAL JOURNALS.

The Minnesota Journal of Education, published monthly, issued its first number in December, 1881. It promises to be a useful journal, devoted to the cause of education, and will be the official organ of the State superintendent of public instruction.



## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

By act of the legislature approved March, 1881, the governor, superintendent of public instruction, and the president of the University of Minnesota were constituted a board of commissioners for the encouragement of higher education and called the "high school board." The act provides \$400 annually to be paid to any public graded school in any city or village which shall give free preparatory instruction according to the provisions of this act; that is, have a regular course of study embracing all branches requisite for admission to the collegiate department of the University of Minnesota. A supplementary act of November, 1881, grants the high school board full discretionary power to consider and act upon all applications of schools for State aid, and further provides that not more than 3 schools shall be aided in each county in any one year. A school once accepted and continuing to comply with the law shall receive aid not less than 3 years. By an organized system of written examinations on the studies of the "college preparatory course" every pupil who passes successfully is to be entitled to a certificate of admission to the State University without further examination in the study or studies named. In December, 1881, the board reported 36 high schools that had complied with the requirements and were receiving aid.—(Calendar of University of Minnesota, 1881.)

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Minnesota, Minneapolis (non-sectarian), offers free instruction to all persons over 14 years of age who may pass the required examinations. The board of regents, which has control of the university, is authorized by law to establish any desired number of departments or colleges, 6 having been specified; a department of elementary instruction, otherwise called "the collegiate department;" a department of science, literature, and the arts; a college of agriculture; a college of mechanic arts; a department of medicine, and a department of law. The first 4 have been established. A 3 years' course in the elementary department is introductory to the final 2 years' courses of the 3 other departments named.

The legislature of 1881 appropriated \$30,000 a year for six years for the erection and outfit of additional buildings, viz: a farm house, a building for the college of mechanic arts, a military building, an astronomical observatory, a museum, and a library; but the great expense incurred by the State in rebuilding the State capitol, destroyed by fire in March, 1881, has led the board of regents to delay, for a time, the erection of any of these buildings.—(Calendar for 1881.)

The other colleges reported for 1881 are Hamline University, Hamline (Methodist Episcopal), Augsburg Seminary, Minneapolis (Evangelical Lutheran), each having a preparatory department and a 4 years' course, either classical or scientific; Macalester College, Minneapolis (Presbyterian), with only a preparatory school at present; and Carleton College, Northfield (Congregational), still maintaining its former high standard, with a preparatory department and 4 courses of study of 4 years each. St. John's College, Collegeville (Roman Catholic), is believed to maintain still its classical, scientific, commercial, and ecclesiastical courses, although not heard from.—(Catalogues and returns, 1881.)

For statistics, see Table IX of the appendix, and summary of the same in the report of the Commissioner preceding.

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The University of Minnesota, Carleton College, and Hamline University, above referred to, admit young women to all their privileges. Two other schools, offering collegiate training to women only, report for some part of 1881, viz: St. Mary's Hall, Faribault (Protestant Episcopal), and Bennet Seminary, Minneapolis (non-sectarian). Both present ample teaching force, with preparatory English and respectable collegiate courses, the latter of 4 years. For separate statistics, see Table VIII of appendix; for a summary of them, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The University of Minnesota, Carleton College, Hamline University, St. John's College, and Augsburg Seminary offer special scientific courses.

The *State University*, in its college of agriculture, has an elementary course agreeing with the regular scientific, and an advanced course giving special training in the sciences relating to agriculture and leading to an appropriate degree. Its college of mechanic

arts has 3 courses of 2 years each, to which graduates in the scientific course or others passing the required examinations are admitted. The graduates are entitled to appropriate degrees in civil or mechanical engineering and in architecture. Special courses in shop work, drawing, &c., and an evening course in mechanical drawing for mechanics and apprentices have been established. Instruction in military science is given to the preparatory class and the first 2 collegiate classes.

*Carleton College* has been made a United States signal station and has an observatory supplied with all the necessary apparatus for meteorological observations and the study of astronomy. It also has a "science building," with all modern appliances for the pursuit of scientific studies and a course of higher mathematics.—(Catalogues, 1881.)

#### PROFESSIONAL.

*Theology*, in courses of 3 years, is taught at Seabury Divinity School, Faribault (Protestant Episcopal), and Augsburg Seminary, Minneapolis (Evangelical Lutheran), and in a 4 years' course at St. John's College, Collegeville (Roman Catholic). All have arrangements for preparatory training in the case of those who are not college graduates and cannot take a collegiate course; but at the Seabury School, at least, such a course is expected and is earnestly recommended to all that have not taken it.—(Catalogues and circulars.)

*Law* is eventually to be taught at the State University, but this department had not in 1881 been established, and there were no other law schools reported for that year.

*Medicine* is also to have its department at the University; but, this not being set on foot, the Minnesota College Hospital, Minneapolis, has been adopted as the title of a medical school of the "regular" type, organized October 17, 1881, in that city, which absorbed the St. Paul Medical College, organized the preceding year, and was opened for instruction in the hospital building, Minneapolis, November 1, 1881. All applicants for instruction are required to subject themselves to the usual 3 years of tutelage and to pass a preliminary examination, unless graduates of a high school. The course appears to be a 3 years' graded one, the annual lecture course covering, however, only the minimum 20 weeks of the American Medical College Association, instead of the 8 months annually, which is reported to have been the yearly term of the St. Paul Medical College, out of which this grew. More than 30 students are said to have entered for the first year.—(Letter from the dean and advertisement in the Minnesota Journal of Education.)

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Minnesota Institution for the Education of the Deaf and Dumb and the Blind, Faribault, sent in a biennial report for 1879-'80, and no later information has been received in regard to the deaf and dumb. At that time there were 7 instructors and 134 pupils. A return for 1881 from the department for the blind gives the number of instructors and employés as 11, pupils 28, making 57 since the opening in 1866. All receive instruction in the common English branches, with such higher English instruction as may be called for and such industries as are suited to their conditions. Lessons in drawing and in articulation to such as are capable of receiving them are given to the deaf and dumb. Music (vocal and instrumental), point writing, and the use of the type writer are taught the blind.—(Report, 1880; return, 1881.)

##### EDUCATION OF THE FEEBLE-MINDED.

The Minnesota Experimental School for Imbeciles, Faribault, established in 1879, issued its first biennial report in 1881, showing that 25 pupils had been received during the 2 years and that 21 were still in attendance. The progress in school work and the general improvement in the children are encouraging alike to teachers and parents, and prove the present and prospective value of this school to the State.—(Report, 1881.)

##### REFORMATORY AND INDUSTRIAL TRAINING.

The Minnesota State Reform School, St. Paul, in its biennial report for 1879-'80, gives 119 inmates in November, 1880, who were taught the common English branches 4 hours a day 5 days in the week, the hours out of school being spent in learning some useful trade by which they might earn an honest living on leaving the institution. No later returns have been received.—(Report, 1879-'80.)

#### EDUCATIONAL CONVENTIONS.

##### MINNESOTA STATE EDUCATIONAL ASSOCIATION.

Notice was given that the meeting of this association was to be held at Lake City, August 15, 1881, but no account of its proceedings has reached this Bureau, and it is supposed that the death of Superintendent Burt may have prevented the holding of the session.

## CONVENTION OF COUNTY SUPERINTENDENTS.

The first number of the new Minnesota Journal of Education, December, 1881, gave notice that the county superintendents of schools were to meet at St. Paul, December 27-29, and to discuss the examination and grading of teachers, making visitations profitable, improvement of teachers, economizing time of country schools, the practicability and advantage of grading country schools. Subsequent numbers of the journal give no account of what was done.

## OBITUARY RECORD.

## HON. DAVID BURT.

The late Hon. David Burt, superintendent of public instruction, was born in Monson, Mass., August 2, 1822, and graduated from Oberlin College in 1847; he afterward entered Andover Theological Seminary (Congregational), and graduated therefrom in 1851. His entire life was occupied in ministerial or educational work. On account of bronchial troubles, which were the final cause of his death, he removed to Winona, Minn., and accepted a pastorate in 1858. He served on the board of the State normal schools; was a member of the State Teachers' Association; was superintendent of schools for the county of Winona, and in 1875 was appointed State superintendent of public instruction. He died at his home in Northfield, Minn., September 13, 1881, having then served three full terms as State superintendent and about four months of a fourth term, and having done much toward the fuller organization of the school system of the State and the development of the high school as a link between the lower schools and the university.

## CHIEF STATE SCHOOL OFFICER.

Hon. D. L. KIEHLE, *State superintendent of public instruction, St. Paul.*

[It is supposed that Mr. Kiehle's term covers the unexpired part of Dr. Burt's fourth term, which will terminate with the first Tuesday in April, 1883.]

## MISSISSIPPI.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21), white--	175,251	180,530	5,279	-----
Youth of school age (5-21), colored--	251,438	239,433	-----	12,005
Whole number of school age-----	426,689	419,963	-----	6,726
Whites enrolled in public schools--	112,944	111,655	-----	1,289
Colored enrolled in public schools--	123,710	125,633	1,923	-----
Whole enrolment for the year-----	236,654	237,288	634	-----
Average monthly enrolment, white--	86,038	91,454	5,416	-----
Average monthly enrolment, colored.	98,850	103,114	4,264	-----
Whole average monthly enrolment--	184,888	194,568	9,680	-----
Average daily attendance, white--	72,881	74,647	1,766	-----
Average daily attendance, colored--	83,880	85,417	1,537	-----
Whole average daily attendance--	156,761	160,064	3,303	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Average time of schools in days, cities.	177	138	-----	39
Average time of schools in days, country.	74.5	78	3.5	-----
TEACHERS AND THEIR PAY.				
White teachers employed-----	3,255	3,414	159	-----
Colored teachers employed-----	2,314	2,644	330	-----
Number of men teaching-----	3,411	3,572	161	-----
Number of women teaching-----	2,158	2,486	328	-----
Whole number in public schools--	5,569	6,058	489	-----
Average monthly pay of teachers--	\$30 05	\$30 07	\$0 02	-----
INCOME AND EXPENDITURES.				
Whole receipts for public schools--	\$739,026	\$716,343	-----	\$22,683
Whole expenditure for same-----	830,705	757,758	-----	72,947
STATE SCHOOL FUND.				
Amount of available fund-----	\$815,229	\$800,000	-----	\$15,229

(From biennial report for 1880 and 1881 and return for 1881 of Hon. J. A. Smith, State superintendent of public instruction.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

A State superintendent of public education is elected quadriennially by popular vote, who also acts as president of the State board of education, the other members being the secretary of state and attorney general. County superintendents are appointed by the State board, with the advice of the senate, after examination by a county board appointed for that purpose every four years.<sup>1</sup> At an annual meeting of the patrons of each

<sup>1</sup> This board is composed of three persons, one chosen by the judge of the circuit court, one by the chancellor of the chancery district in which the county lies, and the third by the board of supervisors of the county. At least two of those selected must be professional educators.



school three persons from among their number are elected trustees for the school, except in towns of 1,000 or more inhabitants, constituting a separate district, in which the mayor, aldermen, and county superintendent have control.

#### OTHER FEATURES OF THE SYSTEM.

The public schools are free to all persons of school age (5-21) in the State and are to be taught at least four months of 20 days each. Separate schools, with equal advantages, are required for the two races, with not more than two schools for each color in any township, unless by the concurrence of the board of supervisors and county superintendent. To sustain the schools, the proceeds of the public school fund, of the sale of lands forfeited to the State, of liquor licenses and fines, with those from poll taxes not to exceed \$2 a head, are distributed among the several counties, according to the number of educable children. To the share of this which falls to a township are to be added the proceeds of sixteenth section lands. Each district<sup>1</sup> may levy a tax of not more than three mills on the dollar to assist in maintaining its public schools, and in towns constituting a separate district an additional levy may be made for fuel and other necessities. Teachers must hold certificates from the county superintendent and must be paid according to the grade of their certificate and number of children attending at a rate fixed by law. Cities and towns may give additional compensation. Text books agreed upon by the teachers and supervisors of each county cannot be changed within 5 years.

#### GENERAL CONDITION.

The statistics for 1880-'81 show, on the whole, very fair advance in the work of educating the children of the State. Receipts and expenditures for public schools fell off, perhaps because of the extensive inundations which paralyzed the industries of several counties. The number of white pupils enrolled in the public schools and the average term of schools in cities also decreased, presumably from the same cause. But with these exceptions and a slight decline in the valuation of the State school fund, all seems to have been improvement. More teachers by 489 were employed, at about the same rate of pay, and although the number of colored youth of school age ran 12,005 below the enumeration of the previous year, 1,923 more colored pupils were in the State schools, so that, notwithstanding a decline of 1,289 in enrolment of whites, the average monthly attendance in State schools went 9,680 beyond that of 1879-'80, and the average daily attendance 3,303 beyond; the average time of county schools was prolonged  $3\frac{1}{2}$  days. This is a creditable record for a year of great calamity, and indicates increasing interest in the public schools on the part of a large class of the population, and especially on the part of those who most need the advantages those schools afford.

#### PEABODY FUND AID.

The agent of the Peabody fund trustees allotted to Mississippi \$3,950 in aid of the State system for 1881. Of this amount \$2,750 went for the training of specially selected teachers for the State in the normal college at Nashville, Tenn., \$200 for training other teachers in the school of the State at Holly Springs, and \$1,000 for training of all the employed teachers in institutes.

#### CITY SCHOOL SYSTEM.

##### OFFICERS.

Any incorporated town of 1,000 or more inhabitants may constitute a separate school district if the mayor and aldermen so elect. They are to appoint three persons as school trustees, who shall hold office one year and look after the interests of the schools. The county superintendent is to have the same jurisdiction over city as over county schools.

Vicksburg (the only city that in 1880-'81 had 7,500 or more inhabitants), under a special act of 1878, has a school board of 2 trustees for each ward, chosen by the people for terms of two years.—(School laws of 1878 and 1880.)

#### STATISTICS OF VICKSBURG.

The United States census of 1880 reported a population of 11,814. Local reports for 1880-'81 give a total of 3,671 youth of school age, of whom 1,180 were enrolled in public schools and 600 in private or church schools. The public schools were taught in 2 school buildings, with 23 rooms, valued, with sites, furniture, and apparatus, at \$12,650, and affording accommodations for 1,200 pupils, thus more than meeting the needs of the enrolment. They were taught 190 days by 21 teachers, and had in average daily attendance 812 pupils out of the 1,180 on the rolls. The whole annual expenditure for the schools was \$21,446, about \$15.77 per capita of average attendance.—(Return.)

<sup>1</sup> Counties are here the ordinary school districts. Incorporated towns with 1,000 or more inhabitants may be separate districts.

## TRAINING OF TEACHERS.

## STATE NORMAL SCHOOL.

The *Mississippi State Normal School*, Holly Springs, established in 1870, and meant to train teachers for the public schools, reports for 1881 a 4 years' course of study, 3 instructors, and 137 students. The standard of the school is said to be annually raised, and a decrease of 87 in attendance is ascribed to the fact that a class of 52 members was cut out of the course, thus leaving 4 classes and but one course of study, with all the studies compulsory. Students who are unable to make the necessary advancement are hereafter to be dismissed. Tuition is free to pupils of the State who will agree to teach for a period of 3 years; students from other States are charged \$2 a month. Text books are free to all.— (Catalogue, 1881.)

*Tougaloo University and State Normal School*, Tougaloo, reports a 5 years' English course and 3 years' higher normal; 8 resident instructors; 247 students, 54 of them being in the normal classes. A cottage for the president and 2 large buildings for the use of students were completed during the year 1881, one of them to replace a boys' dormitory burned; the other, a girls' hall; and various minor improvements were made.— (Catalogue, 1881.)

## OTHER NORMAL TRAINING.

The *normal department of Shaw University*, Holly Springs, which reports no State appropriation for 1880-'81, makes return for that year of 74 normal students, under 5 instructors, in a course that covers 3 years.— (Return.)

*Natchez Seminary*, Natchez, for normal and theological training of colored students under Baptist influences, reports, for the same year, 94 normal students under 4 instructors in a 5 years' course.— (Return and printed report.)

*Union Female College*, Oxford, has a normal department in which instruction is said to be given in methods of teaching, of school organization and school management, the classes of the preparatory department of the college serving as a model and practice school. In 1879-'80 there were 7 young ladies engaged in these exercises, under how many instructors is not distinctly stated.— (Catalogue.)

## TEACHERS' INSTITUTES.

The school law of Mississippi makes no provision for the holding of teachers' institutes; but through aid from the Peabody fund the State superintendent, ably assisted by three professors, held a series of institutes in various portions of the State during the year with excellent results. The attendance of teachers and citizens generally was good, and renewed interest in the cause of education followed in the localities where they were held.— (State report, 1880-'81.)

## EDUCATIONAL JOURNAL.

No educational serial has been reported as published in this State since 1876, but a Mississippi department in the *American Journal of Education*, published in St. Louis, appeared March, 1881, and is still continued under the charge of J. M. Barrow. It is devoted to the improvement of the public schools and aims especially to benefit the normal schools and teachers' institutes.— (*American Journal of Education*, March, 1881.)

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

Since 1878 the law has recognized private academies and colleges having suitable school buildings, libraries of not less than 200 volumes of good literature, and a faculty of good standing as substantially public high schools qualified to prepare students for the university, and for such students makes an allowance equal to the estimated cost of their instruction in the public schools. Academies and colleges are to make a full monthly report to the county superintendent of students of this class, and upon this report they receive for the month reported \$2 for each student. Such schools and colleges must have a course of text books preparatory to those used in the University of Mississippi, so that students may pass from these schools to the university without loss of time or text books. It was further enacted in 1878 that a graded honor roll be opened in the university for students entering from these schools, and that at their request a report be furnished the principals of schools showing the character of preparation of the students. The catalogues of the university make no mention of classes thus received, and no special high school reports have been received at this Bureau.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Mississippi*, Oxford (non-sectarian), comprehends 3 general departments, namely, one of preparatory education, or the university high school, covering 3 years; one of science, literature, and the arts, covering 4 years; and one of professional education, covering but a single year. No change in courses of study or general management was reported for 1881; it was announced that women were to be admitted to the university, with all its privileges, in September, 1882. The college of liberal arts had for 1880-'81 11 professors, 192 students (including 3 resident graduates); the preparatory department, 3 instructors and 137 students.

*Mississippi College*, Clinton (Baptist), organized in 1851, for men only, had a preparatory department and 8 schools: in the sciences, mental, moral, and natural; in Greek, Latin, and modern languages; in English; and a commercial school, with the addition of military drill and training for such as desired it. Except in the preparatory department there are no regular courses of study; degrees are conferred when the prescribed studies have been mastered, not when a fixed course of study has been passed through. For 1881 it reported 235 students in all its schools, 105 of them in collegiate studies.—(Catalogue and return.)

*Shaw University*, Holly Springs (Methodist Episcopal), admitting both sexes and having preparatory courses of 1 and 2 years, with classical and scientific of 4 years and normal of 3 years, had 290 students in its preparatory classes and 23 in collegiate, under 6 instructors.—(Catalogue and return.)

*Alcorn University*, Rodney (non-sectarian), largely if not wholly for colored pupils, with a preparatory course of 2 years and an agricultural and literary, each of 4 years, had 170 students in the preparatory and 15 in the collegiate literary course for the session of 1880-'81.—(Catalogue and return.)

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Nine schools of this class, out of 11 believed to exist, report in some form for 1880-'81, all showing arrangements for preparatory training, and several beginning this with elementary English studies. All had, too, advanced English courses, and most of them classical, usually of 4 years, though some indicate an arrangement by which each special branch of study is taught in a separate school and graduation made to depend on proficiency in a majority of these studies without reference to a fixed period. In at least 6, vocal and instrumental music was taught; in 7, drawing and painting, usually with one or two modern languages, with some liberty of choice between these and the ancient.—(Catalogues and returns.)

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

Scientific courses of 4 years, but apparently of very different grades of thoroughness, are to be found in the several collegiate institutions of the State.

The *Agricultural and Mechanical College of Mississippi*, Starkville, organized October 6, 1880, reported for 1881 a 4 years' course of study in scientific agriculture, horticulture, engineering, &c., with 5 instructors and 267 students in the preparatory and 6 professors and 87 students in the scientific department.—(Catalogue and return, 1881.)

*Alcorn Agricultural and Mechanical College*, the State institution for scientific instruction of young colored men, makes no special report of progress in scientific work for 1881. Literary and scientific courses of 4 years, with 2 years' preparatory for each, are given.

At *Tougaloo University*, Tougaloo, also for colored pupils, agricultural and horticultural instruction continued to be given as far as the limited means of the institution would allow.—(Catalogue and return.)

## PROFESSIONAL.

*Theology* was taught to some extent in 1880-'81, as previously, at the Bishop Green Associate Mission and Training School, Dry Grove; at Shaw University, Holly Springs, and at the Natchez Seminary, Natchez. At the first the training was mainly preparatory to a regular theological course; at the second, the theological instruction seems to have been given as a side study in connection with a full or partial collegiate course; at the third, essentially the same system as at Shaw seems to have prevailed, but in connection with a lower line of studies. At Shaw, 25 students were reported as theological in 1879-'80; at Natchez, 20 in 1880-'81. Teachers specially theological were not indicated in either case.—(Catalogues and returns.)

*Law* was studied by 18 students in 1880-'81 in the one year's course of the University of Mississippi under 1 professor and 5 lecturers.—(Catalogue of university.)



## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB.

The Institution for the Education of the Deaf and Dumb, Jackson, was reported to be in a prosperous condition in 1881. Since 1879 there had been 92 pupils under instruction, of whom 78 were on the roll during the year and 67 were in attendance at its close; the principal, having retired, had been succeeded by another. The manual system had been in use, but, about 25 per cent. of the pupils being semimutes, the need of an articulation teacher was felt. The grounds being small and no facilities available for learning trades, the boys cannot find steady employment; the girls receive special instruction in dressmaking and the use of the sewing machine and are able to do all the sewing for the institution.—(American Annals, 1881.)

## EDUCATION OF THE BLIND.

The biennial report of the Asylum for the Blind for 1880-'81 has not been received. The return for 1880 reported 32 pupils. The usual English branches were taught; also, broom and mattress making, chair seating, and upholstery.

## EDUCATIONAL CONVENTION.

## MISSISSIPPI STATE TEACHERS' ASSOCIATION.

An act approved March, 1878, requires the holding of an annual convention of the principals and presidents of high schools and colleges acting as high schools, to be styled "The Teachers' Association of the State of Mississippi." This association met at Jackson, December 27, 1881. Every educational interest of the State was represented, from the common school to the State university. The principal subjects discussed were teachers' institutes, normal schools, and more efficient local supervision by superintendents. The improvement of the common schools seemed to be the aim and desire of all members of the association.—(American Journal of Education, 1882.)

## CHIEF STATE SCHOOL OFFICER.

Hon. J. ARGYLE SMITH, *State superintendent of public instruction, Jackson.*

[First term, January 7, 1878, to January 3, 1882.]

[It is understood that Mr. Smith has been chosen for another term.]



**MISSOURI.**  
STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age (6-20).	681,995	-----	-----	-----
Colored youth of school age (6-20).	41,489	-----	-----	-----
Whole number of school age.	<i>a</i> 723,484	741,632	15,826	-----
White youth in public schools.	454,218	-----	-----	-----
Colored youth in same	22,158	-----	-----	-----
Total attending schools	476,376	488,091	11,715	-----
Average daily attendance.	219,132	-----	-----	-----
<b>SCHOOLS AND SCHOOL PROPERTY.</b>				
Schools for white youth	8,149	8,321	172	-----
Schools for colored youth	492	501	9	-----
Whole number of schools	8,641	8,822	181	-----
Buildings used for school purposes.	8,547	8,537	-----	10
Sittings for pupils in these buildings.	499,135	516,942	17,807	-----
Estimated value of school property.	\$7,353,401	\$7,521,695	\$168,294	-----
<b>TEACHERS.</b>				
Men teaching in public schools.	6,068	-----	-----	-----
Women teaching in public schools.	4,379	-----	-----	-----
Whole number of teachers.	11,659	10,607	-----	1,052
<b>INCOME AND EXPENDITURE.</b>				
Whole receipts for public schools.	\$4,020,860	-----	-----	-----
Whole expenditure for public schools.	3,152,178	\$3,468,739	\$316,561	-----
<b>SCHOOL FUNDS.</b>				
Estimated amount of permanent school funds.	<i>c</i> \$8,950,806	\$9,471,697	\$520,891	-----

*a* The enumeration for New Madrid County, 2,322, is not included.

*b* Includes 1,212 whose sex is not reported.

*c* Not including fund of New Madrid County.

(Report of Hon. R. D. Shannon, State superintendent, for 1880, and return from the same.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

For the State, a superintendent of public schools, elected for 4 years, who is ex officio a member and president of the State board of education and a member of the board of regents of each State normal school; for each county, a school commissioner, elected at the annual meeting for 2 years; for school districts, boards of directors of 3 members, who appoint a district clerk.— (Laws.)

## OTHER FEATURES OF THE SYSTEM.

The law provides for the establishment of public schools free to all persons 6 to 20 years of age, to be supported by taxation; not less than 25 per cent. of the annual State revenue must be used for the public schools. The State money is apportioned to each county according to the enumeration of persons of 5-21 years. No district, city, or town that fails to maintain a free school for 3 months during the year, or to make and return the required enumeration, may receive any portion of the school fund. Local taxes are not to exceed 40 cents on \$100 for school purposes, except that by a majority vote of taxpayers 65 cents may be allowed in country districts and \$1 in cities or towns. By a two-thirds vote these rates may be further increased for the purchase of a site or erection of a school-house. In districts containing 16 or more colored youth, separate schools must be established for them, to be taught by colored teachers, if competent. To such schools persons over 21 may be admitted. Contiguous districts may unite in the provision of these school advantages where the number in each falls below the minimum. All teachers in public schools must hold certificates from the State superintendent or from the school commissioner of the county in which they are to be employed; and to receive their pay, they must make monthly reports of all required statistics and a summary report for the whole term at its close.— (School law of 1879.)

## GENERAL CONDITION.

It has been found impossible to secure any official statement of the educational condition of Missouri for 1881.

## KINDERGÄRTEN.

The report of the St. Louis city schools shows that in 1880-'81 there were in those schools 4,718 under exclusively Kindergarten instruction and 3,917 under primary and Kindergarten combined. The former were nearly all under the school age, and therefore would have failed to get instruction from the city but for these child-gardens. Of the whole 8,635 enrolled, 4,505 remained at the close of the year and 3,926 were in average daily attendance.

For any other Kindergärten reported, see Table V of the appendix.

## CITY SCHOOL SYSTEMS.

## OFFICERS.

Any city, town, or village may be organized into an independent school district with a board of six directors elected for 3 years, who choose a president, secretary, and treasurer of their own number and are designated as a board of education. Cities elect a city school superintendent, and under special charter may increase the number of directors.

## STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teach- ers.	Expendi- ture.
Hannibal.....	11, 074	3, 796	2, 095	1, 337	29	\$17, 323
Kansas City.....	55, 785	16, 981	8, 026	4, 509	87	a136, 494
St. Joseph.....	32, 431	9, 852	4, 072	2, 853	67	b64, 446
St. Louis.....	350, 518	106, 372	53, 965	35, 942	1, 009	762, 174
Sedalia.....	9, 561	3, 105	2, 016	1, 336	26	c26, 880

a Including \$25,000 in payment of bonds and \$18,043 in payment of interest on account of indebtedness incurred in previous years.

b Including \$1,108 in payment of bonds and interest for previous years.

Including a payment of \$3,000 on account of bonded indebtedness.

## ADDITIONAL PARTICULARS.

*Hannibal* reported 28 graded schools, located in 8 buildings, with 1,590 sittings, valued, with sites, furniture, &c., at \$38,700. The schools were taught 190 days. An enrolment of 300 in private schools is reported.—(Return, 1881.)

*Kansas City* classed its public schools as primary, grammar, and high, the first two occupying seven years each. The high school, which admits both white and colored youth, had two courses, one general and the other classical; in the first, Latin and modern languages were taught; in the last, Latin and Greek. The erection of one new building and the enlargement of others raised the number of school rooms from 76 to 87, thus affording accommodations for an increase of 1,433 pupils in the enrolment. Progress and improvement are reported in all departments, discipline especially having become better, although 93 cases of corporal punishment were reported. The 5 evening schools had an enrolment of 182.—(Report and return, 1881.)

*St. Joseph*, having a school population increased by 944, purchased a site, erected one new building, and enlarged and repaired others at a cost of \$15,100. In July, 1881, it reported 20 buildings in all, containing 62 rooms for study and recitation and 1 for recitation only, with 3,455 sittings. The schools were taught 198 days. The per cent. of attendance on average enrolment in the high school was 97; in all the schools, 92. Special teachers of penmanship, drawing, French, and German were employed, penmanship being taught as a regular study even as far up as the first year's class in the high school, and drawing in all the classes. Estimated enrolment in private schools, 625.—(Report and return for 1880-'81.)

*St. Louis* grades its schools from Kindergarten through 8 grades to the high school, and supports a normal school, which is for girls only. An enrolment of 2,996 in Kindergarten, 2,384 in evening schools, and 21,000 in private and parochial schools is given. A decrease is reported in the number of schools, in the number of teachers, in enrolment, and in average attendance; this loss fell mainly on the evening schools, of which there were 29 in 1880, with 91 teachers and 4,539 pupils, while in 1881 there were only 11, with 40 teachers and 2,384 pupils. The reasons for this reduction appear to have been partly want of means for supporting more schools and partly indifference of pupils. For the accommodation of the 106,372 youth of schoolage, the report shows that there were 103 buildings, affording seats for only 42,610, one building less than in 1879 and but 350 more sittings than in that year. Great overcrowding of course resulted. In consequence of the inability of the board to provide additional accommodations there was little change in teachers, except in evening schools and Kindergärten, those in the former decreasing by 51, those in the latter increasing by 32. It is intended to prepare, as far as possible, all young children in the Kindergärten for subsequent school work. In continuation of a plan inaugurated 2 years ago German-English teachers were largely substituted for special teachers of German. This has rendered possible a reduction of about \$17,000 in the expenses for instruction during the two years, with a prospect of still further decrease in 1881-'82. The courses and grades of schools continue substantially as previously reported.

*Sedalia*, classifying its schools in 7 grades below the high school (in which there were 4 grades), had 5 buildings, containing 26 rooms with 1,619 sittings, valued, with sites, &c., at \$74,200. Schools were in session 179 days. The average per cent. of attendance in white schools was 91.8, in colored 87; per cent. of punctuality, white pupils 99.01, colored 97.87, teachers 98.53. Music was taught by a special teacher. During the year every school room was furnished with a complete set of writing charts and all necessary outline maps, the course of study was revised, and marked improvement is said to have been made in the study and use of language. Private schools enrolled 250 pupils.—(Report and return for 1880-'81.)

## TRAINING OF TEACHERS.

## STATE NORMAL SCHOOLS.

The State maintains 6 normal schools, one connected with the State University at Columbia, another with the State College at Rolla, and 3 others for white students in the northern, the western, and the southeastern portions of the State, called first, second, and third district normal schools, located at Kirksville, Warrensburg, and Cape Girardeau. The sixth school, Lincoln Institute, Jefferson City, is for the education of colored teachers.

The district normals are under the control of boards of regents of 7 members, 6 appointed by the governor for 6 years, with biennial change of 2, and the State superintendent as an ex officio member of each board. The 4 years' course of study is substantially the same in the 3 district schools. Elementary classes are formed twice a year; advanced classes, once. Teachers' certificates, good for 2 years throughout the State, are given at the completion of the first 2 years; certificates for 3 years, at the completion of



an additional year's study; and both a State certificate and diploma, with appropriate degree, to all students taking the full 4 years' course. A post graduate diploma is given at Kirksville to such alumni as teach with decided success for 2 years. Kirksville reported 11 instructors and 492 students for 1881, with 11 graduates, 8 of whom engaged in teaching. Warrensburg had 9 instructors and lecturers and 390 students, with 40 graduates in the elementary and 18 in the advanced course. Cape Girardeau had a faculty of 9 members, 229 students, and a graduating class of 19, of whom 15 became teachers.

The dean of the normal department of the State University, at Columbia, is a lady, who also acts as professor of pedagogics; she has the assistance of 14 other instructors. A preparatory examination in English studies, with a grade of at least 80 on 100, is required, and then the completion of the 2 years' "public school" normal course of study, to obtain the elementary degree of principal in pedagogics. A higher degree, bachelor of pedagogics, is conferred on regular graduates of the university who supplement their collegiate work by taking the last year's studies of the normal course. A still higher degree, master of pedagogics ("the highest and most scholarly degree of the university"), is awarded only to those who sustain examinations in the 5 university schools of science and in any 4 of its 5 schools of languages. The normal school at Rolla has a "teacher's course" covering two years, each year being under the charge of a special teacher, whether with other aid or not does not appear. The graduates from these 2 schools receive from the State superintendent certificates good throughout the State, those for the graduates at Rolla good for 2 years; those for graduates from the lower course of the university school, for 3 years; from the higher courses, for life. At the university for 1880-'81 there were 82 students in the normal school, in a six years' course, of whom 14 were graduated, 6 of these holding academic or other degrees; 13 of its 14 graduates in 1881 engaged in teaching. Of the attendance at Rolla no report has been received.—(Reports and returns.)

Lincoln Institute has a 5 years' preparatory and 4 years' normal course. Students completing the full course are entitled to a diploma, and, if their general average scholarship in the normal department be 85 per cent., to a State certificate given by the State superintendent. There were reported 5 graduates in the full course and 5 in the preparatory for 1881.—(Catalogues and returns.)

#### OTHER NORMAL TRAINING.

The *St. Louis City Normal School*, intended for the training of young women to teach in the city public schools, had a one year's course of study, since extended so as to cover two years, but requires four years of high school work, or its equivalent, as a preparation for admission. One of the best arranged district schools in the city has been placed under the supervision of the normal principal, and is used as a school of observation and visited weekly by the normal pupils, while higher class pupils fill vacancies in district schools, and thus get valuable experience. For 1881 an attendance of 134 students, with 67 graduates, is reported.—(State report, 1880; city report and return, 1881.)

The *Northwest Missouri Normal School*, Oregon, reported a four years' course, with 2 instructors, 78 students, and 2 graduates. The principal states that it is in fact only a high school department of the public school, but is not a free school.—(Return, 1881.)

Normal courses were also reported in 1881 at Avalon College, Avalon; Southwest Baptist College, Bolivar; Christian University, Canton; Grand River College, Edinburg; Mt. Pleasant College, Huntsville; Kirkwood Seminary, Kirkwood; La Grange College, La Grange; Collegiate Institute, Sedalia; Drury College, Springfield; Stewartsville College, Stewartsville; and Central Wesleyan College, Warrenton.—(Catalogues.)

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The law requires the school board of a village, town, or city to establish, as soon as its means will permit, an adequate number of primary schools and the necessary schools of a higher grade, in which studies may be pursued not provided for in the primary grades. There is no special information as to the number of such schools established, a few cities only making a report. Kansas City, St. Joseph, St. Louis, and Sedalia report for 1880-'81 high schools with 4 years' courses, most of them, if not all, giving a choice between English and classical studies, and enrolling for the year a total of 1,487 pupils. Kansas City extended its high school provisions by providing the beginnings of high school instruction for colored pupils, enrolling 35 in the first year of a 4 years' course for these. St. Louis continued its arrangement for 1879-'80 of a central high school with 3 branch schools, which together enrolled 977 pupils.



## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## UNIVERSITIES AND COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Missouri*, Columbia, founded in 1820 and organized in 1840, is open to students of either sex. The government of the institution is vested in a board of curators appointed by the governor. The departments of instruction are 10 academic schools (5 in science and 5 in languages) and 9 professional schools, that of mining and metallurgy being situated at Rolla. An attendance of 465 men and 93 women at Columbia and of 71 men and 25 women at Rolla was reported for 1881, making a total of 654, the largest number ever enrolled in one year.—(Catalogue.)

Next in importance to the State University stands *Washington University*, St. Louis, with full courses and high standards, having the means of thorough preparation for males in its Smith Academy and for females in its Mary Institute, beyond which are excellent collegiate courses in arts, in philosophy, and in science. There is a useful three years' course in mechanical industries, combining English studies with industrial drawing and shop work. Opportunity is also given for training in art in the St. Louis School of Fine Arts. The whole attendance in all these schools and departments was 1,367, the larger part, 766, being in Smith Academy and the Mary Institute.—(Catalogue.)

Of the 15 other colleges nominally of this class, 2 (St. Joseph College, St. Joseph, and the College of the Christian Brothers, St. Louis) are believed, from the character of the official reports respecting them, to have been rather academic than collegiate in standard during the year under review. St. Vincent's College, Cape Girardeau, indicates no students in collegiate classes; Lewis College, Glasgow, and Lincoln College, Greenwood, none but those in the freshman and sophomore years, the studies in which years at Lincoln are hardly to be called collegiate, as given in the latest catalogue in hand. Of the remaining 10, some of which seem to have only a feeble life, returns and catalogues show preparatory departments with courses of 1 to 3 years, and collegiate with the usual 4 years, except that Grand River College, Edinburg, had only 3 years, while 3 others (Christian University, Canton; Central College, Fayette; and William Jewell College, Liberty) had their studies arranged in schools instead of in classes. Christian University and La Grange, Stewartville, and Central Wesleyan Colleges had arrangements for normal training in addition to collegiate; and the same university, St. Louis University, and Stewartville College offered commercial training, the course in this at St. Louis University covering 4 years. Music, drawing, and painting were taught in several colleges, with what degree of thoroughness does not appear. Other departments or arrangements will appear under Scientific and Professional Instruction.

Four of the colleges report for 1880-'81 gifts aggregating \$116,000, Central College, Fayette, getting \$25,000 from R. A. Barnes, of St. Louis, for endowment of a professorship, and \$5,000 from other friends; Pritchett Institute, Glasgow, \$1,000 for scholarships; Lincoln College, Greenwood, \$2,500 for liquidation of debt and other purposes, and Drury College, Springfield, more than \$83,000 for a chapel and for endowment of a Valeria G. Stone professorship, that lady giving \$70,750 for these purposes.—(Catalogues and returns.)

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The State University, Washington University, and Christian University admit women as well as men, either as day pupils or with arrangements for separate residence, and so do Grand River, Lewis, Lincoln, La Grange, Drury, Stewartville, and Central Wesleyan Colleges, with Pritchett School Institute, which is reckoned of collegiate rank. Besides these, 18 schools claiming to be for the higher education of young women are on the lists of this Bureau, at least 12 of them holding collegiate charters. Thirteen make report in some way of their courses or statistics for 1880-'81, showing generally arrangements for preparatory training even from primary instruction up, with collegiate or semi-collegiate courses of 3 to 5 years. Nearly all offer instruction in music, both vocal and instrumental, as well as in drawing and painting and the French and German languages, 5 adding Latin and 2 Greek; 1, Anglo-Saxon, Italian, and Spanish. One of the 18 (St. Joseph Female College, St. Joseph) is reported by its president to have closed its work June 2, 1881, with little prospect of a reopening.—(Circulars, catalogues, and returns.)

For the titles, location, and statistics of these latter colleges (for women only), see Table VIII of the appendix; for those of colleges for young men or for both sexes, Table IX of the same; for summaries of the statistics of both classes of institutions, see corresponding tables in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The *Missouri Agricultural and Mechanical College*, at Columbia, offers a strictly professional course of 2 years. The first year is devoted to horticulture and the pupil who completes it will be entitled to the certificate in horticulture; the second year is agricultural. Students entering must pass an examination in mathematics through arithmetic, part of geometry and trigonometry, English grammar and geography, and before graduation must spend 2 months in college work. Those who complete the junior year of study receive a certificate in horticulture; those who complete the senior year, the degree of bachelor of agriculture. There were 5 students in the senior and 16 in the junior class in the autumn of 1881, under 11 instructors.—(Report of university.)

The *Missouri School of Mines and Metallurgy*, at Rolla, has a preparatory department and 3 courses of 3 years each, leading to the respective degrees of PH. B., C. E., and M. E. A 2 years' teachers' course, a 4 years' course in arts for girls, and an optional course, including book-keeping, Latin, Greek, English, and German, with drawing, ornamental and mechanical, are also offered. There were 96 students in 1880-'81, under 4 instructors.—(Report of university, 1881-'82.)

The *O'Fallon Polytechnic School of Washington University* reports 5 courses of 4 years each, in civil engineering, mechanical engineering, chemistry, mining and metallurgy, building and architecture. The studies are the same for all during the first 2 years, but diverge more or less in the junior and senior years, each course leading to its appropriate degree. There were 37 classified students, 8 in partial course, and 7 graduate students in attendance in 1881. This school gives free instruction in an evening school under the supervision and control of the school board of St. Louis, for the benefit of those engaged in or preparing for mechanical or industrial pursuits.

The *Manual Training School of Washington University*, previously mentioned, is another means by which a practical foundation may be laid for the pursuit of mechanical industries in a more scientific way than under the old system of apprenticeship. This school becomes each year a more interesting feature of the university. Its specified course in 1880-'81 was in mathematics, drawing, and the English branches of a high school course, with instruction and practice in the use of tools. The tool instruction included carpentry, wood turning, pattern making, iron chipping and filing, forge work, brazing and soldering, the use of machine shop tools, &c. The course covers 3 years. (Catalogue of university and circulars of schools.)

## PROFESSIONAL.

Instruction in *theology* is given in some slight degree in Christian University (Christian), and more fully at St. Vincent's College (Roman Catholic), Central College (Methodist Episcopal South), Lewis College (Methodist Episcopal), La Grange College (Baptist), Central Wesleyan College (Methodist Episcopal), and in a course of biblical studies at Pritchett School Institute. Concordia College (Evangelical Lutheran), St. Louis, has a regular 3 years' course in theology. The Jeremiah Vardeman School of Theology (Baptist), in William Jewell College, Liberty, reports a full 2 years' course in the same for students who have taken one degree in college, or theological studies may be pursued in connection with the college literary course. There were 49 undergraduate and 3 graduate students in 1881.—(Catalogues and returns.)

Instruction in *law* is offered at the State University, Columbia, and at the St. Louis Law School, a department of Washington University, St. Louis. Both present excellent courses of 2 years, the year in the former covering 7½ months, in the latter 8. Both combine lecture and text book training, and the examinations at the close to determine the fitness of the candidates for graduation appear to be exceptionally close and thorough. Instructors at Columbia 8, at St. Louis also 8. For 1880-'81 the former had 49 pupils in attendance and conferred the LL.B. degree on 28; the latter, an attendance of 70, on only 25 of whom the degree was conferred.—(Catalogues and returns.)

Instruction in *medicine* was given in 1880-'81 in the following 5 "regular" schools: medical department of the University of Missouri, Columbia; Kansas City College of Physicians and Surgeons (since then the Kansas City Medical College); St. Joseph Hospital Medical College, St. Joseph; Missouri Medical College, St. Louis, and the St. Louis Medical College. The first required a preliminary examination in English with an attendance subsequently on a 2 years' graded course of 9 months each year; the last, a 3 years' graded course of 5 months each year. The other 3 required the usual 3 years of study under a preceptor and attendance on 2 lecture courses of 5 months, the St. Joseph College and the Missouri Medical offering also a 3 years' graded course. The State school at Columbia had 40 students and 5 graduates in 1880-'81; the Kansas City College, 42 students and 12 graduates; that at St. Joseph, 30 students and 7 graduates; Missouri Medical College, St. Louis, 268 students and 119 graduates; St.

Louis Medical College, 151 students and 43 graduates. The small proportion of graduates at the State school was doubtless a result of the high standard maintained and of the peculiarly thorough examination for degrees, which is by a select medical board. A sixth school, entitled the medical department of the University of Kansas City, is reported to have been organized for the year 1881-'82, but nothing further has been heard from it as this goes to press.

The only recognized eclectic school was the American Medical College of St. Louis, which in 1881 required 3 years under a preceptor and attendance upon 2 lecture courses of 5 months each, or 2 years of reading and 3 courses of lectures, or 4 courses of lectures with intermediate reading. It reported 54 students and 22 graduated in 1880-'81.

The recognized homœopathic school in the same year was the St. Louis College of Homœopathic Physicians and Surgeons, open to both sexes and offering a 3 years' graded course, but requiring only 3 years of study and attendance on 2 yearly lecture courses of 5 months each. No statistics are given except that there were 13 instructors; that 25 students of the class of 1879-'80 from the Homœopathic Medical College of Missouri, out of which this grew, had been graduated; and that its own first class of 16 graduated at the close of 1880-'81.

Instruction in *dentistry* was continued at the Missouri Dental College,<sup>1</sup> St. Louis, which seems to have still retained its former 2 years' graded course of about 5 months yearly, after a preliminary examination in English, though it had announced that it would, from 1879-'80, require a three years' graded course; and also at the Western College of Dental Surgeons, St. Louis, with the same course. Like instruction was begun in the autumn of 1881 by a new school, the Kansas City Dental College, which required a certain amount of preparation, but exacted no examination for admission; the course here covered 3 years of 40 weeks each.

Instruction in *pharmacy* went on, as before, at the St. Louis School of Pharmacy, with the requirement of the customary 4 years of experience in apothecary work and attendance on 2 annual lecture courses in pharmacy of 5 months each. Its graduating class of 1880-'81 numbered 27 out of a class of 36 that had been trained under 13 instructors. Its junior class numbered 51.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Missouri Institution for the Education of the Deaf and Dumb*, Fulton (founded in 1851), reported 12 instructors and 147 male and 96 female students for 1881. Articulation, the common English branches, printing, shoemaking, dress making, and cabinet making are taught. Gardening is also practised. Pupils are admitted between the ages of 9 and 21; while 8 years of instruction are allowed, the average time spent in the institution is only 4½ years.—(Return, 1881.)

The *St. Louis Day School for Deaf-Mutes*, founded in 1878, under the control of the board of directors of the public schools, had 48 pupils under instruction in 1880-'81, with an average attendance of 31 out of 35 in average belonging. These were divided among 5 classes, all in English studies.—(Return and city report.)

### EDUCATION OF THE BLIND.

The Missouri School for the Blind, St. Louis, founded in 1850, had 90 pupils in 1881, who were receiving instruction in a musical and literary course. To the boys, broom and brush making, cane seating, and mattress making; to the girls, sewing, knitting, and bead and fancy work were taught.—(Return, 1881.)

### TRAINING OF NURSES.

The Missouri School of Midwifery, St. Louis, organized and incorporated in 1875, in 1880 had received 180 pupils and graduated 143. No report has been received for 1881.

### INDUSTRIAL TRAINING.

The *Manual Training School of Washington University*, St. Louis, began in September, 1880, with a 3 years' course of instruction, the time of the pupils being about equally divided between mental and manual exercises. A single class of 53 members was admitted the first year, and a second was received in September, 1881, making an attendance of 101, as reported December, 1881. The mental instruction included a thorough course in English and mathematics through plane trigonometry; the manual training, a course in free hand, mechanical, and technical drawing, with the theory and use of hand and machine tools, study and management of the steam engine, &c. Before receiving a

<sup>1</sup> This school reports for 1880-'81 a faculty of 10, with 13 students and 1 graduate; the next mentioned, the Western College of Dental Surgeons, 7 instructors, 6 students, and no graduates.



diploma, each student must complete the actual construction of a machine, which, with the drawings and patterns used, remains in the school.—(Catalogue.)

The *Girls' Industrial Home and School*, St. Louis, had an average of 60 under training for 1881. The common English branches, dress making, and plain sewing were taught. (Return, 1881.)

The *Blind Girls' Industrial Home* has not reported for 1881.

#### HOMES FOR ORPHAN OR DEPENDENT CHILDREN.

Reports have been received from 5 institutions of this class for 1881. Of 3 Roman Catholic homes reporting from St. Louis, St. Joseph's Asylum for Boys had 250 inmates; St. Mary's Asylum for Girls, 101; and St. Bridget's Hali-Orphan Asylum for Girls, 107. St. Joseph's Asylum for Girls, Kansas City, had 38. The Protestant Orphan Asylum, Webster Groves, founded in 1835, had 64 boys and 25 girls. In all, such education as is practicable is given in elementary English studies and in industries.—(Report and returns, 1881.)

#### EDUCATIONAL CONVENTIONS.

##### STATE ASSOCIATIONS.

The *Missouri State Teachers' Association* held its meeting for 1881 at Sweet Springs the last week in June. It is said to have been one of the most successful meetings ever held in the State, Prof. F. Louis Soldan, the president, having awakened an interest in it in all parts of the State. The exercises were short, interesting, and profitable. No other information respecting its proceedings has been received.—(American Journal of Education, April, 1881, and Journal of Education, September 1, 1881.)

The *Southwest Missouri Teachers' Association* met at Lebanon December 28-30, 1881. The programme is reported to have been excellent, but particulars are wanting.—(New York School Journal.)

The *Missouri Valley State Teachers' Association* met at Warrensburg December 28-29, 1881. "Duties of the teacher," "Libraries for the public schools," "Primary teaching," were among the topics discussed.—(Journal of Education.)

The *Southeast Missouri Teachers' Association* met at Salem, Dent County, apparently in August, with Prof. R. C. Norton, of Cape Girardeau, as president. The attendance was good and the teachers apparently were deeply interested, discussing earnestly and intelligently the various subjects brought before them; but, as in the case of the other associations, details are not given.—(Journal of Education.)

#### CHIEF STATE SCHOOL OFFICER.

Hon. RICHARD D. SHANNON, *State superintendent of public schools, Jefferson City.*

[Second term, January 13, 1879, to January 8, 1883.]

Then to be succeeded by W. E. Coleman, elected in 1882.



## NEBRASKA.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)-----	142, 348	152, 824	10, 476	-----
Enrolled in public schools ..	92, 549	100, 776	8, 227	-----
Per cent. of enrolment to whole number.	65	66	1	-----
Average daily attendance---	60, 156	65, 504	5, 348	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts -----	3, 132	3, 401	269	-----
Districts having six months or more school.	1, 394	1, 911	517	-----
Districts having no schools -	210	160	-----	50
Graded schools -----	70	74	4	-----
Districts with free text books.	246	259	13	-----
Public school-houses-----	2, 701	3, 038	337	-----
Houses built during the year.	195	196	1	-----
Houses having no black-board.	301	232	-----	69
Estimated value of school property.	\$2, 064, 768	\$2, 054, 049	-----	\$10, 719
Average duration of schools in days.	109	110	1	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools.	1, 670	1, 813	143	-----
Women teaching in same----	2, 430	2, 746	316	-----
Whole number of teachers--	4, 100	4, 559	459	-----
Average monthly pay of men.	\$36 12	\$36 50	\$0 38	-----
Average pay of women-----	31 92	32 50	58	-----
INCOME AND EXPENDITURE.				
Whole income for schools---	\$1, 121, 794	\$1, 320, 449	\$198, 655	-----
Whole expenditure -----	1, 137, 995	1, 165, 103	27, 108	-----
STATE SCHOOL FUND.				
Permanent available fund--	\$3, 323, 217	\$5, 126, 565	\$1, 803, 348	-----
Estimated eventual amount.	20, 754, 810	23, 216, 679	2, 461, 869	-----

(Statistics furnished by State Superintendent W. W. W. Jones for the two years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

The charge of educational interests for the State in general is committed to a State superintendent of public instruction, elected by the people biennially; a board of 6 regents

of the State University, elected for 6 years, with annual change of 2; a normal school board of 7, 5 appointed by the governor for 5 years, with 2 ex officio members; and a board of school lands, composed of the chief officers of the State.

The local officers are county superintendents of public schools, elected for 2 years; a board of 3 trustees for ordinary districts, and one of 6 for districts containing 150 or more children of legal school age, the members of both boards elected for 3 years, with annual change of one-third.

#### OTHER FEATURES OF THE SYSTEM.

The system of education provided by the State comprises district, graded, and high schools, a normal school, normal institutes, a State university, a reform school, an institution for the blind, and one for the deaf and dumb. The public schools are free to all persons of legal school age resident in the district, and are sustained from the interest of a permanent school fund; from lease and sale of school lands, and interest on unpaid principal of school lands sold; from a State tax not to exceed  $1\frac{1}{2}$  mills on the grand assessment of the State—all these to be applied exclusively to the payment of teachers' wages; from a local tax, which in cities may not exceed 10 mills on the dollar and in other districts 25 mills; also, from certain fines, forfeitures, and licenses. The State tax and income from school fund and lands are divided equally among the counties in proportion to the number of children of school age. Each county superintendent adds to the amount thus apportioned to him the proceeds of fines imposed and licenses granted in the county, and divides one-fourth equally among the districts and three-fourths pro rata according to the children of school age. Every voter and every woman owning personal or real property assessed in the district or having children of school age (provided she is over 21 years old and has resided in the district 40 days) is entitled to vote at district meetings. Qualified teachers must hold certificates from the examining officers or from an approved normal school. They must make monthly reports to the proper officers, and no teacher is to receive payment in full for a term until the term summary is properly filled out and approved by the director. Provision is made for graded or high schools.

#### GENERAL CONDITION.

Of 10,476 additional youth for instruction, 8,227, a very large proportion, were enrolled in public schools, and probably a fair proportion of the remainder in private or church schools. Of the 8,227 more enrolled in the State schools, the superintendent reports 5,348 as in average daily attendance, which again is a good proportion in a region where attendance in winter is often difficult on account of the snow. To meet this large additional enrolment and attendance we find 337 more school-houses and 459 more teachers, the average pay of teachers being slightly increased. Public school income advanced \$198,655, though only \$27,108 of this were actually expended. The growth of the State school fund by \$1,803,348 within the year is another indication of good condition, this being believed to be the highest increase in a year under ordinary circumstances in any State.

#### KINDERGÄRTEN.

For information concerning any Kindergärten in the State, see Table V of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

The law provides that incorporated cities having 2,000 or more inhabitants shall constitute a school district and shall have a board of education of not less than 6 members elected for 2 years; this board shall elect a city superintendent of public education, who shall act as principal. Omaha had a city board of 12 members, one-half changed annually, in 1880.—(School law, 1881.)

##### STATISTICS.

Cities.	Population, census of 1880.	Youth of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Lincoln .....	13,008	2,965	1,772	.....	30	\$36,919
Omaha.....	30,518	6,509	3,717	3,300	59	88,206

## ADDITIONAL PARTICULARS.

*Lincoln* classes her schools as primary, grammar, and high, and for 1881 reported 12 school buildings, containing 31 rooms, with 1,750 sittings, valued, with sites and furniture, at \$69,000. The schools were taught 176 days by 3 men and 27 women. An estimated enrolment of 100 in private schools is given.—(Return, 1881.)

*Omaha* in 1881 had 11 school buildings, an increase of one during the year, with 65 school and recitation rooms; the estimated value, with sites and furniture, was \$366,000. The schools were taught 196 days, and 56 women and 3 men were employed as teachers. For private and parochial schools there were reported 12 school rooms and an estimated enrolment of 500.—(Return, 1881.)

## TRAINING OF TEACHERS.

## NORMAL INSTRUCTION PROVIDED BY THE STATE.

The *Nebraska State Normal School*, Peru, reported for 1881 an elementary course of 2 years and a higher course of 3 years. The catalogue shows an attendance of 157 young women and 117 young men, with 6 graduates from the higher and 34 from the elementary course, all of whom have engaged in teaching.—(Catalogue and return, 1881.)

The *State University*, Lincoln, made arrangements in 1881 for instruction in didactics, at first as a special department, subsequently as an optional 3 hours' study in the junior and senior years. Hon. S. R. Thompson, formerly State superintendent, is in charge of the instruction.—(Catalogue.)

## OTHER NORMAL TRAINING.

*Santee Normal Training School*, Santee Agency, established by the American Board of Commissioners for Foreign Missions for the purpose of providing preachers, teachers, interpreters, business men, and model women for the Dakota Nation, reported 34 students as receiving normal instruction and 109 in attendance during the year 1881. The Indian vernacular was used in teaching, and the plan of sending the advanced pupils to eastern schools to acquaint them with English and to teach them more of American civilization has been adopted.—(Return and catalogue, 1881.)

*St. Paul's Boarding School*, Yankton Reserve, organized in 1873 (under the care of the Protestant Episcopal Church, Rt. Rev. William H. Hare, Bishop of Niobrara, president) and meant to prepare for both ministerial and teaching work, reported a successful year, with 6 teachers and an average of 39 pupils in attendance. The instruction includes industrial as well as literary training, farming and gardening entering into it, and the use of tools. The industrial teaching was to be extended in the session of 1881-'82.—(Spirit of Missions, November and December, 1881.)

The *Central Normal School*, Genoa, and *Lancaster County Normal Institute*, Lincoln, have sent no report for 1881.

A normal course of 4 years is given in Doane College, Crete, with 21 students in 1880-'81; 2 years' normal courses in Nebraska Conference Seminary, York, and in Nebraska Wesleyan University, Fullerton, the former with 11 normal students in the fall of 1881, the latter with 23 in 1880-'81. Normal lectures and instruction are offered at Gates College, Neligh, and at Pawnee City Academy, but without specific courses or note of students under normal training.—(Catalogues, 1881.)

## TEACHERS' INSTITUTES.

The school law provides that two kinds of teachers' institutes shall be held in the State, viz: normal institutes, to be organized by the State superintendent, and county institutes, to be organized by county superintendents. Institutes, nearly all organized by county superintendents, were held in 41 counties in 1881; they enrolled 1,856 teachers and 1,809 teachers were in average attendance.

## EDUCATIONAL JOURNAL.

Literary and Educational Notes, published semimonthly at Fairmont, is devoted to education in Nebraska, and is the official medium for all publications from the State department of public instruction. It was in its eighth volume in 1881. Its present place of publication is Crete.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

The law provides that any district containing more than 150 children may elect a board of 6 trustees, who shall have power to classify and grade scholars and to establish a high school in such district. For 1881 the State superintendent reported 27 high schools, with 1,458 pupils.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The board of regents of the *University of Nebraska*, Lincoln (non-sectarian), is authorized by law to establish 5 colleges or departments; but only the college of literature, science, and the arts, with an industrial college, had been organized up to 1880-'81. Tuition in these is free to all students, without regard to sex, race, or place of residence. The college of liberal arts offers classical, scientific, and literary courses of 4 years, with 2 years preparatory for each. A department of didactics was established January, 1881, and a professor for it assigned, but subsequently the studies of that department were made electives in the regular junior and senior years. A conservatory of music has been established in connection with the university, its studies optional, with moderate charges for instruction. Students in literary and scientific department, including preparatory, 258 in the fall of 1881.—(Catalogue.)

The other colleges reporting are Doane College, Crete (Congregational), with an attendance in all departments of 121; Nebraska Wesleyan University, Fullerton (Methodist Episcopal), with 72; Nebraska College, Nebraska City (Protestant Episcopal), with 67; and Creighton College, Omaha (Roman Catholic), with 200. All have preparatory departments, with different lengths of course, and classical collegiate and scientific courses, except Creighton, which has a 6 years' classical course, the really collegiate studies in which begin in the fourth year. Doane offers in addition a 5 years' literary and 4 years' normal; Nebraska Wesleyan, a 3 years' English scientific, 3 years' academic, 2 years' normal, 2 years' musical, 1 year's commercial, and a non-resident course; Creighton, a commercial of 4 years.—(Catalogues and returns, 1881.)

For full statistics of these colleges, see Table IX of the appendix, and a summary of the same in the report of the Commissioner preceding.

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Doane College, the State University, and the Nebraska Wesleyan offer the same advantages to women as to men. Brownell Hall, Omaha, is the only institution exclusively for women that may fairly be said to offer superior instruction. An attendance of 76 was reported for 1881.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The University of Nebraska, in its industrial college, reported courses of 4 years in civil engineering, agriculture, and horticulture, with two years preparatory for each. The young men are trained in military science and tactics.

Doane College reported a scientific course of 4 years.

For statistics, see Tables IX and X of the appendix.

## PROFESSIONAL.

For *theological* instruction the German Congregational Theological Seminary, Crete, had a 2 years' preparatory and 4 years' academic department with a 3 years' theological course in 1881. The Nebraska Divinity School, Nebraska City (Protestant Episcopal), established in 1866 and still open for instruction, had at last reported a 4 years' academic and 3 years' theological course, with apparently 9 students within the year 1880-'81.

No school of *law* was reported.

The *Nebraska School of Medicine*, offering simply preparatory instruction, began its first session of 20 weeks at Omaha in October, 1880, with a class of 14 students, men and women. The success of this school led its founders to incorporate it as a regular medical college. A building being erected, arrangements were made for clinical instruction at the St. Joseph's Hospital, and the *Omaha Medical College*, with a required course of 3 years of study and attendance on 2 full courses of lectures of about 4½ months each and an optional graded course of 3 years, announced its opening for October, 1881.—(Announcements.)

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB.

The Nebraska Institute for the Deaf and Dumb, Omaha, founded in 1869, reported 7 instructors and 97 pupils for 1881. All common school branches are taught, also paint-



ing and drawing. Boys are instructed in printing and carpentry; girls, in needle and fancy work and general housework. Articulation is taught by means of Bell's visible speech symbols.—(Return, 1881.)

#### INSTRUCTION OF THE BLIND.

The Nebraska Institute for the Blind, Nebraska City, opened in 1875, reported in 1880 a principal, 3 teachers, 28 pupils enrolled, and 22 in average attendance; instruction was given in the branches usually taught in the best graded schools, in vocal and instrumental music, and in some of the industrial arts. The number of officers remained the same in 1881 and the average attendance increased.

#### STATE REFORM SCHOOL.

A bill passed the legislature in 1880 to establish a State Reform School at Kearney, appropriating \$10,000 for buildings and to support the school for 2 years. The citizens of Kearney donated a farm of 320 acres upon which the building was erected. No report as to the opening and progress of the school has been received.

#### CHIEF STATE SCHOOL OFFICER.

Hon. W. W. W. JONES, *State superintendent of public instruction, Lincoln.*

[First term, January 4, 1881, to January 4, 1883.]

## NEVADA.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (6-18) ..	10, 592	10, 533	-----	59
Enrolled in public schools ..	9, 045	8, 329	-----	716
Average number belonging ..	6, 140	6, 048	-----	92
Average daily attendance ..	5, 401	5, 406	5	-----
Attending private schools ..	970	868	-----	102
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
Number of districts .....	109	95	-----	14
Number of districts reporting.	111	89	-----	22
Number that voted district tax.	12	11	-----	1
Number of public schools ..	195	166	-----	29
Number sustained without rate bills.	107	127	20	-----
Ungraded schools .....	81	58	-----	23
Graded schools .....	111	104	-----	7
High schools .....	3	4	1	-----
Average length of term in days.	142. 8	140. 4	-----	2. 4
Volumes in school libraries.	518	524	6	-----
Value of school property ..	\$275, 274	\$260, 193	-----	\$15, 081
<b>TEACHERS AND THEIR PAY.</b>				
Men teaching .....	92	44	-----	48
Women teaching .....	105	132	27	-----
Whole number of teachers ..	197	176	-----	21
Average pay of men .....	\$101 47	\$99 50	-----	\$1 97
Average pay of women .....	77 00	74 76	-----	2 24
<b>INCOME AND EXPENDITURE.</b>				
Whole receipts for public schools.	a\$134, 561	\$138, 640	-----	-----
Whole expenditure for public schools.	a144, 244	140, 418	-----	-----
<b>SCHOOL FUND.</b>				
Amount of State school fund.	\$415, 000	\$564, 000	\$149, 000	-----

a Storey County not reporting.

(From biennial reports of Hon. D. R. Sessions, State superintendent of public schools, for 1879 and 1880 and 1881 and 1882.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

For the State, a superintendent of public instruction chosen by the people quadriennially, a State board of education, and a board of regents of the State university; for each county, a superintendent of public schools and a county board of examiners; for each district, a board of trustees of three or five members, according to population.— (Laws, 1881.)

## OTHER FEATURES OF THE SYSTEM.

The State schools are free to all youth of school age (6-18); the law provides for grading them into Kindergarten, primary, grammar, and high in all districts where such division into departments seems advisable. It also requires attendance for four months each year of all sound children between the ages of 8 and 14 not taught elsewhere.

The sources of support for the schools are the income from the State school fund and a State tax of half a mill on the dollar, used only for the payment of teachers; an annual county tax of 15 to 50 cents on the \$100, which may be used at the discretion of local officers for purchasing sites and buildings, for hiring school-houses, for establishing school libraries, or for necessary contingent expenses; and a district tax where necessary to continue the school term to six months in districts in which the State and county funds are insufficient for that purpose. Special taxes also for erecting buildings, extending the school term, &c., may be levied on an affirmative vote of the people of the district. Rate bills for tuition may be levied by the trustees for the purpose of prolonging schools that have been maintained six months in the year by public funds and have been free to all. The State and county school funds are apportioned as follows: Twenty-five per cent. among the districts proportionately to the number of teachers assigned to each, on the basis of one hundred census children or fraction thereof to a teacher, and the remainder equally in proportion to the number of children of school age. In order to obtain State aid, the schools must be non-sectarian, must be taught at least three months by teachers duly examined and certified, and must use the text books ordered by the State board of education. To receive their pay, teachers must have been legally employed by the board of trustees, must have had a certificate from the county board of examination, and must have made full reports as required by law.

## GENERAL CONDITION.

The reports of the school system are issued only once in two years. That for 1881 not having appeared until this report was going to press, any extended consideration of the general educational condition of the State must be postponed.

## KINDERGÄRTEN.

The law provides for Kindergärten in connection with the public schools. The Kindergarten department at Carson City, established April, 1880, reported 2 teachers and 50 scholars for 1881, and is the only one reporting up to date.— (Return, 1881.)

## CITY SCHOOL SYSTEM OF VIRGINIA CITY.

## OFFICERS.

Each village, town, or incorporated city forms one school district, the schools of which are under the control of a board of trustees. In cities with 1,500 or more registered voters there must be 5 trustees; in smaller towns, 3.

## STATISTICS.

Virginia City, with a population of 10,917 in 1880, had 2,559 children of legal school age, an enrolment of 2,260 of school age in public schools, and (together with 195 below school age) an average attendance of 1,276. The schools were taught 202 days by 32 teachers in 5 buildings containing 31 school rooms and 1,545 sittings for study. School property was valued at \$71,500. An estimated enrolment of 447 was given in private schools.

## TRAINING OF TEACHERS.

## TEACHERS' INSTITUTES.

In the absence of normal schools, either private or public teachers' institutes seem to be the only means provided for the training of teachers, and the holding of these is discretionary with the State and county superintendents. The law authorizes the State superintendent to convene annually, with the consent of the board of education, a State institute for a session of 5 to 10 days and to engage such instructors as he may consider

advisable, the cost of the institute not to exceed \$100. County superintendents, with the consent of the board of commissioners, may call one or more institutes annually, the cost of the same not to exceed \$100.

Information respecting institutes held in 1881 is wanting.

## SUPERIOR INSTRUCTION.

### STATE UNIVERSITY.

The State University, Elko, organized in 1874, at the last advices, had established only a preparatory department. It reported buildings and grounds in 1880 valued at \$25,000, an appropriation from the State of \$6,000 for the year, and 48 students enrolled, of which number 26 were girls.

### INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Bishop Whitaker's School for Girls, established at Reno in 1876, reported for 1881, through the Protestant Episcopal Almanac, 6 teachers and 56 students. There is a preparatory department and a well arranged 4 years' English course, with Latin and modern languages optional. Music, drawing, and painting are also taught.—(Catalogue, 1879; Almanac, 1882.)

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### STATE UNIVERSITY, ELKO.

As far as can be ascertained without the authoritative information of a State report, no institutions for instruction in theoretical or practical science, in theology, law, or medicine, have yet been opened in the State, except as the first mentioned may be included in the courses of the university at Elko.

## SPECIAL INSTRUCTION.

### SCHOOLS FOR THE DEAF, THE BLIND, THE FEEBLE-MINDED.

Provision is made by the State for the instruction of its deaf-mute and blind youth at the school in Berkeley, Cal. Whether there is any like provision for the feeble-minded, or for youth that need reformatory training, does not appear.

### TRAINING OF ORPHANS.

The State Orphans' Home, in a biennial report for 1879 and 1880, received too late for use in the report of the Commissioner for the latter year, reports an enrolment of 30 girls and 46 boys, an average of 54 belonging and of 46 in daily attendance in the school connected with it. Instruction is given in the common English branches and vocal music. There have been 174 children in the institution since 1870, while 57, with ages ranging from 2 to 14, remained in the home January 1, 1881.—(Report, 1879 and 1880.)

## CHIEF STATE SCHOOL OFFICER.

Hon. D. R. SESSIONS, *State superintendent of public instruction, Carson City.*

[Term, January 6, 1879, to January 1, 1883, then to be succeeded by Hon. Charles S. Young.]



## NEW HAMPSHIRE.

## SUMMARY OF SCHOOL STATISTICS.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Number of children 5 to 15 in 1880.		60,899		
Enrolled in public schools	64,341	63,235		1,106
Average daily attendance	48,966	43,943		5,023
Attending private schools	3,076	3,562	486	
Youth 5 to 15 out of school	3,715	4,445	730	
SCHOOL DISTRICTS AND SCHOOLS.				
Organized school districts	2,010	2,027	17	
Number of public schools	2,528	2,657	129	
Graded schools	489	502	13	
High schools	47	60	13	
Average length of term in days.	105.3	97.15		8.15
Number of school-houses	2,248	2,214		34
School-houses unfit for use	292	233		59
Built during the year	25	20		5
Having maps and globes	1,175	1,746	571	
Estimated value of school property.	\$2,329,913	\$2,113,851		\$216,062
TEACHERS AND THEIR PAY.				
Men teaching	580	559		21
Women teaching	2,880	3,026	146	
Whole number of teachers	3,460	3,585	125	
Teaching successive terms	1,378	1,483	105	
Teachers from normal school	377	345		32
Average monthly pay of men.	\$34 12	\$32 63		\$1 49
Average monthly pay of women.	22 23	21 77		46
RECEIPTS AND EXPENDITURES.				
Total income for public schools.	\$562,116	\$577,489	\$15,373	
Total expenditure for public schools.	565,340	577,022	11,682	

(From report of Hon. James W. Patterson, State superintendent of public instruction, for the two years above indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

These are, for the State, a superintendent of public instruction, appointed by the governor for 2 years,<sup>1</sup> and a board of trustees for the State Normal School, consisting of the

<sup>1</sup>The superintendent, in addition to the regular duties of his office, is required by an act of 1881 to deliver lectures in not less than 75 towns annually, beginning with the smallest and visiting all the counties in the State.

governor, the State superintendent, and 5 persons appointed by the governor with consent of the council for 2 years.

For towns, school committees are elected by ballot or appointed by the selectmen, of such number, for such term, and with such powers as the electors may determine. One of their number may be chosen by the board to superintend and visit schools, or any town or city may elect or appoint a superintendent of schools.

For districts, there are a moderator, a clerk, and a prudential committee of from 1 to 3 persons. School districts comprising the whole town must, and certain others may, elect a board of education of 3, 6, or 9 members, who have the powers of school and prudential committees.

Women may vote in school meetings and are eligible to all school offices.—(Laws, 1878, 1879, 1881.)

#### OTHER FEATURES OF THE SYSTEM.

The public schools are free to all resident children of school age. The law is compulsory in regard to the attendance of all 6 to 16 not attending other schools or otherwise employed. The employment of children under ten years of age and of any child under 16 unable to read and write is forbidden, except in vacation. No child under 16 may be employed unless he has attended school 12 weeks during the preceding year; none under 14, unless he has attended 6 months or the full term of school taught in his district; and none under 12 who has not attended during the entire term. Employers must have a certificate from the school committee as to such attendance before giving employment. Persons having control of children between 8 and 14 are required to have them instructed for at least twelve weeks annually in a public or private school or at home. For violation of this law parents or guardians may be fined \$10 for the first and \$20 for each subsequent offence; employers, not to exceed \$20 for each offence. School committees and boards of education are authorized to elect truant officers, whose duty it shall be to enforce the laws and ordinances in regard to truants and children not attending school between the ages of 6 and 16, and in regard to children employed in manufacturing establishments without attending school as required. Persons proposing to teach, who give satisfactory evidence of good moral character and of suitable temper and disposition for teaching, must be examined by the school committee of the town in such branches as are taught in the schools, and, if found competent, receive certificates, which must be delivered to the prudential committee before they can be employed. No teacher may receive payment for services who has not delivered to the prudential committee a certificate that a register or record has been properly kept and returned at the end of the term. The public schools are sustained from the proceeds of a State literary fund and of a fund created by the sale of State lands; there is also a town tax on polls and ratable estate of \$350 for school purposes for every dollar in the \$1,000 of State tax which such towns are required to raise for general purposes, but towns may raise a larger amount. The apportionment of the State fund is made according to the number of scholars 5 years old and upwards who have attended the public schools not less than 2 weeks; the town tax is distributed with reference to the valuation of the district for the year or in any manner desired by the voters of the town.—(Laws, 1878, 1879, 1881.)

#### GENERAL CONDITION.

The statistics for 1881 show a decrease in enrolment, in average attendance, in length of term, in number of school-houses, in estimated value of school property, in pay of teachers, and in number of teachers from normal schools, and an increase in youth of school age out of school. There was increase in the number of school districts, of public schools, of graded and high schools, of schools having maps and globes, in number of teachers, and of those teaching the same school for successive terms. The State superintendent reported 785 schools with 12 scholars or less and 297 with only 6, most of them in the rural districts. He urges the uniting of districts as provided for by law.

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

The public schools of towns and cities are under the control of school committees or boards of education. A superintendent may be elected or appointed, as the people decide. In Concord there is a board of education of 9 members, one of their number being chosen as superintendent of schools. Manchester has a committee comprising the mayor, the president of the common council, and one member from each ward. Dover, Nashua, and Portsmouth have each committees of 12 members. All except Portsmouth have superintendents.

## STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Concord.....	13,838	.....	2,269	1,672	73	\$40,945
Dover.....	11,687	2,329	2,029	1,437	45	24,616
Manchester.....	32,630	.....	4,350	2,818	89	54,125
Nashua.....	13,397	.....	2,606	1,951	52	33,992
Portsmouth.....	9,690	2,272	1,922	1,771	34	23,884

## ADDITIONAL PARTICULARS.

*Concord* embraces 16 legally organized and 4 fractional districts, besides 4 under special acts. The 24 reported 54 different public schools, with an enrolment of 2,269 and an average attendance of 1,672. Of the 73 teachers employed, 48 had taught the same school for more than one term and 8 were graduates of normal schools; of the 54 schools, 52 were supplied with maps and globes. The 30 school-houses were valued, with sites, furniture, and apparatus, at \$165,452. The shortest term of any school in any district was 19 weeks and the longest 30 weeks. Union district reported primary, intermediate, grammar, and high schools, the last offering an English course of 3 years and academic and classical courses of 4 years each. A mixed school was opened and well attended for the winter term. Special instruction in music and drawing was given in all the schools.—(State and city reports.)

*Dover* reported 18 school buildings, containing 44 rooms, with 2,042 sittings for study, valued, with sites, furniture, &c., at \$149,300. In public day schools an enrolment of 1,874 and a daily attendance of 1,363 are given; in a night school 155 were enrolled and 74 were in average attendance, their ages ranging from 15 to 40 years. The day schools were taught 167 days by 41 teachers; the night school was open 15 weeks during the winter and employed 4 teachers. An enrolment of 90 in private schools is reported.—(Return and city report.)

*Manchester* comprises but one school district, containing 80 different public schools, among which are one high and 68 graded schools. There were 24 school-houses reported, 1 having been built during the year at a cost of \$6,000; all were valued, with apparatus, at \$286,200. Of the 89 teachers employed, 75 have taught the same school more than one term and 3 were from normal schools. The length of term was 190 days. An enrolment of 2,000 was given for private schools.—(State report.)

The public schools of *Nashua* are graded as primary, grammar, and high, and in 1881 occupied 17 buildings, with 52 rooms, valued, with sites, &c., at \$236,891. An enrolment of 2,606 was given for both day and evening schools, with an average attendance of 1,951 in day schools only. There were 3 men and 49 women engaged in teaching. Special instruction was given in music. There were 20 enrolled in private schools.—(Return.)

*Portsmouth* had 1 high, 9 grammar, and 3 primary school buildings, containing 35 rooms and valued, with sites, &c., at \$82,600. The schools were open for instruction 200 days, with 34 teachers and an average attendance of 1,771. The high school offered in 1880-'81 a 3 years' English and a 4 years' Latin course. Of the successful candidates for admission in 1881, 26 elected to take the 4 years' and 20 the 3 years' course. An estimated enrolment of 150 was reported in private schools.—(Return and city report.)

## TRAINING OF TEACHERS.

## STATE NORMAL SCHOOL, PLYMOUTH.

The State Normal School was organized in 1871 as a strictly professional school for the training of teachers. The State appropriated for its support in 1881 \$8,500 and the city of Plymouth \$1,350. The full course comprises 2 years, but students preparing to teach in the primary schools, upon passing the requisite examination, may take a single year's course, one term devoted to the study of methods, the second to practice in the training school. There are 100 children in attendance on the training school, graded to correspond with the 5 lower grades of the city schools; each pupil teacher has a class of ten for ten weeks and then a similar class of another grade for the same length of time. Critic teachers give daily direction to the work which is subject to inspection. There were 35 students enrolled in 1881, only 2 of them young men.—(Return and catalogue.)

## TEACHERS' INSTITUTES.

The law makes no provision for institutes; but teachers, realizing the advantages to be derived from the exercises and association of institutes, have held them at their own expense in various parts of the State.—(Statement of State superintendent.)



## EDUCATIONAL JOURNAL.

No journal of education is published in this State; but information as to New Hampshire public schools is given in the National Journal of Education.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

Any town or district may, by so voting, become a high school district and establish a high school. There were 60 such schools reported for 1881, an increase of 13 for the year. In the 31 which furnished statistics there were 31 men and 56 women teaching; 1,155 boys and 1,441 girls in attendance; 920 studying ancient and 384 modern languages.

## PRIVATE SECONDARY SCHOOLS.

The statistics from 40 of the 50 private schools of higher grade reporting to the State superintendent for 1881 show 78 men and 61 women teaching; 1,729 boys and 1,147 girls in attendance; 866 studying ancient and 469 modern languages. Twenty of these schools report libraries with more than 300 volumes, the largest containing 4,000.

For statistics of such schools reporting to this Bureau, see Tables IV, VI, and VII of the appendix, and for summaries of them, the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGE FOR YOUNG MEN.

Dartmouth College, Hanover, continued to be in 1881 the sole institution for superior instruction in this State, and had not yet opened its doors to women in any of the collegiate departments, which are academic, medical, agricultural, and scientific. For the last three see Scientific and Professional Instruction, further on. The collegiate standard is high, the preparatory examination covering as much as the full course of some schools claiming to be colleges. Graduates from approved preparatory schools having courses of at least 3 years are admitted without examination on the certificates of their principals that they have mastered the entire requisites for admission or their equivalents. The academic department has a four years' classical course, with modern languages, mathematics, history, &c. Part of the studies in this for the junior and senior years are to be elective after 1881-'82. The same department has also a Latin-scientific course, which omits Greek and substitutes for it an equivalent amount of mathematical, scientific, and modern language studies. The preparatory examination for this is the same as for the classical, except as respects Greek history and language. After 1882 this preparatory examination will include French.—(Catalogue.)

For statistics of this department, see Table IX of the appendix.

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of the 4 institutions that usually report themselves under this head, see Table VIII of the appendix; for summaries of their statistics, a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The *New Hampshire College of Agriculture and the Mechanic Arts*, Hanover, was established on the basis of the congressional land grant and in connection with Dartmouth College in 1866. It offers students the English portion of a collegiate course, with such other studies as may prepare them to become intelligent and scientific farmers. An attendance of 41 was reported for 1881 and 14 received the degree of B. S.

The *Chandler Scientific Department of Dartmouth College* had 48 students pursuing its 4 years' course, and conferred the degree of B. S. on 12 in 1881. The course includes instruction in the practically useful arts of life. No other preparatory studies are required than those taught in the common schools of New England.

The *Thayer School of Civil Engineering*, also a department of Dartmouth, provides an exclusively professional training in its 2 years' course, which is really a graduate course. A rigid examination in common and higher branches is required for admission. There were 7 students in 1881 and one degree of civil engineer was conferred.

For further information as to these departments, see Table X of appendix.



## PROFESSIONAL.

There were no schools of *theology* or *law* reporting from this State in 1881.

*Medical* instruction was given in the medical department of Dartmouth College under 8 professors and 5 lecturers. Applicants for admission, unless matriculates of some regular medical college or graduates of some reputable college, academy, or high school, must pass an examination upon entering. For graduation, 2 full courses of lectures of 16 weeks each and 3 years of professional study are required.<sup>1</sup> There were 96 students in 1881; the degree of M. D. was conferred upon 29, some of whom had graduated in November, 1880.

For any further particulars, see Table XIII of appendix.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

New Hampshire has no institution for the education of the deaf and dumb and the blind, but makes provision for their instruction in the Perkins Institution and Massachusetts School for the Blind, Boston; in the Institution for Deaf-Mutes, Hartford, Conn.; and in the Clarke Institution for Deaf-Mutes, Northampton, Mass. Statistics of those thus trained are wanting.

## REFORMATORY AND INDUSTRIAL TRAINING.

The State Industrial School, Manchester, established in 1858, has had during the 23 years of its existence 1,087 inmates, and reported 100 boys and 15 girls in the institution in 1881. They are all taught the common English branches; out of school the boys are engaged in farming, gardening, chair seating, and shoemaking; the girls, in sewing and general housework. About three-fourths of those discharged are known to have become useful and orderly members of society.—(Return, 1881.)

## TRAINING OF ORPHAN AND DEPENDENT CHILDREN.

The *Orphans' Home*, Concord, under Protestant Episcopal influence, admits children between the ages of 1 and 10, and requires boys to leave at 12 and girls at 18. There were 9 boys and 17 girls reported for 1881.—(Return, 1881.)

The *New Hampshire Orphans' Home*, Franklin, a private and non-sectarian institution supported by voluntary contribution, receives children from 3 to 14 and reported 31 inmates in 1881. All are taught common school branches; the boys are employed in farming and printing; the girls, in sewing and housework.—(Return, 1881.)

The *Children's Home*, Portsmouth, receives orphan, motherless, or otherwise homeless children under 12 years of age, and trains them, without distinction of creed or color, in practical home duties and in habits of honesty, truthfulness, purity, and industry, with literary instruction in the public schools. Number admitted to February, 1881, 21; returned to parents, 3; died, 1; remaining, 17.

## OBITUARY RECORD.

## PROF. DAVID CROSBY.

Born in 1807 at Hebron, N. H., he died at his home in Nashua February 25, 1881. Having chosen teaching for his profession and by perseverance and industry having gained the means to complete his studies, he entered Dartmouth College and graduated in 1833. He settled in Nashua in 1836 and opened a high school; a few years later he founded and had incorporated the Nashua Literary Institution, of which he was the principal until failing health led him to give up his school 2 years before his death; he continued, however, to teach a private class at his home to within five or six weeks of his death. In the fifty-six years he was a teacher, he instructed many men who have become famous in the State and nation.

## EDUCATIONAL CONVENTIONS.

## NEW HAMPSHIRE STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual meeting of the State Teachers' Association was held at Portsmouth, December 21–23, 1881. Among those present were Hon. J. W. Patterson, State superintendent; Prof. Warren and Miss Reed, of the State Normal School; Professors Quimby and Ruggles, of Dartmouth; Prof. Elliott Whipple, of the McGaw Normal Institute; Principals Bachelor and Clifford, of Manchester; Principals Jones and Webster, of Boston. The leading subject for papers and discussion was mathematics, although

<sup>1</sup>Besides the required lectures there is offered instruction by daily recitations from the middle of December to the third week in June.

"Methods of instruction in the Chandler Scientific Department of Dartmouth College" was presented by Prof. E. R. Ruggles, of Hanover, and "Methods of teaching physics and chemistry," by Prof. I. J. Osburn, of Salem, Mass. "History" was discussed in an interesting and practical way by Prof. H. P. Warren, of Plymouth, and T. W. Bicknell, of The Journal of Education, Boston. A resolution was adopted that the association approve and indorse Senator Blair's educational bill. The attendance of both teachers and people was not so good as heretofore.—(State report.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES W. PATTERSON, *State superintendent of public instruction, Concord.*

[Term, July 8, 1880, to July 7, 1882.]

## NEW JERSEY.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-18) -----	330,685	335,631	4,946	-----
Enrolled in public schools -----	204,961	203,542	-----	1,419
Average monthly enrolment -----	125,059	119,437	-----	5,622
Average daily attendance -----	115,194	110,052	-----	5,142
Enrolled in private or church schools -----	43,530	43,656	126	-----
Whole enrolment in all schools -----	248,491	247,198	-----	1,293
Children not in school -----	81,117	87,112	5,995	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Townships and cities -----	271	274	3	-----
School districts -----	1,371	1,370	-----	1
Public school buildings -----	1,580	1,585	5	-----
Departments in these -----	3,486	3,556	70	-----
Unsectarian private schools -----	129	197	68	-----
Church schools -----	107	100	-----	7
Districts with poor school-houses -----	177	192	15	-----
Districts with passable school-houses -----	291	300	9	-----
Districts with good school-houses -----	545	509	-----	36
Districts with very good school-houses -----	567	584	17	-----
Number of new school houses -----	26	16	-----	10
Buildings refurnished or remodelled -----	65	67	2	-----
Average value of school houses -----	\$4,108	\$4,779	\$671	-----
Valuation of all public school property -----	6,244,139	6,275,067	30,928	-----
Districts with less than 6 months' school -----	10	16	6	-----
Districts with 6 to 9 months' school -----	73	80	7	-----
Districts with 9 months' school or more -----	1,288	1,274	-----	14
Average time of school in days -----	192	190	-----	2
TEACHERS AND THEIR PAY.				
Men teaching in public schools -----	991	926	-----	65
Women teaching in public schools -----	2,486	2,560	74	-----
Whole number of teachers -----	3,477	3,486	9	-----
Average monthly pay of men -----	\$55 82	\$51 07	-----	\$4 75
Average monthly pay of women -----	32 90	32 68	-----	22
Teachers in private or church schools -----	572	577	5	-----
INCOME FOR SCHOOLS.				
Whole receipts for public schools -----	-----	\$1,914,447	-----	-----

(From the report of Hon. Ellis A. Apgar, State superintendent of public instruction, for 1880-'81, containing also statistics for 1879-'80, and from returns from the same for both years.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

There is a State board of education, which consists of the trustees of the school fund and the trustees and treasurer of the State Normal School. A superintendent of public

instruction, holding his office at the pleasure of the board and generally chosen for 3 years, is ex officio secretary of the same, president of the State Association of School Superintendents, and an associate member with the principal of the State Normal School in forming a State board of examiners; he is also an ex officio member of all county and city boards of examiners.

For each county, a superintendent is appointed by the State board of education, subject to the approval of the county board of freeholders, holding office at the pleasure of the board. A county board of examiners is composed of the county superintendent and not more than 3 teachers appointed by him for one year.

For each school district there is a board of 3 trustees, all elected by the legal voters of the district at their first annual meeting, and afterwards 1 each year, for 3 years' service. The district trustees of each township together constitute a township board, who meet the county superintendent semiannually at such times as he may designate, to receive communications and suggestions and to submit questions for his advice and opinion in regard to the management of the schools. Women are eligible to the office of school trustee.—(School laws.)

#### OTHER FEATURES OF THE SYSTEM.

The public schools are free to all residents 5 to 18, without regard to religion, nationality, or color, and are supported from the proceeds of a State fund and from a State tax equal to \$4 for each child of school age, which tax is apportioned for assessment among the several counties in proportion to the amount of taxable property in said counties. Of the moneys annually raised from State tax, 10 per cent., known as the reserve fund, is apportioned by the board of education at its discretion, and 90 per cent. of the amount raised in any county is paid back to said county. If the sums received from the State are not sufficient to maintain schools 9 months in each year, townships may raise an additional amount, and must add, from the interest of the surplus revenue received by them and from other funds not raised by tax, such sums as the town meeting may direct. County superintendents must apportion the State moneys and all other sums received for school purposes according to the number of school children; provided that no district shall receive from all State and county funds less than \$200 and districts with 45 or more children not less than \$350. To get this aid, districts must provide suitable school buildings and must have maintained a free school for 9 months during the preceding year. Not more than \$20 of the school moneys so received may be used for any other purpose than teachers' salaries and fuel. Cities and districts may raise such other sums as they need for buildings, repairs, and general school purposes.

To receive their pay, teachers must hold certificates of qualification and present a duly kept register for the time for which pay is asked; they are required to attend the annual institute held in the county in which they teach, unless excused by the superintendent, their pay continuing during such attendance; they may suspend disorderly scholars, reporting their action to the school trustees for approval, but are not allowed to inflict corporal punishment.

An annual appropriation of \$100 for each teachers' institute held in any county or in two or more adjoining counties is made by the State.

The State encourages the establishment of schools for training in mechanical and industrial pursuits by offering to any city, town, or township that will raise \$3,000 a like sum for the establishment of such school and an annual contribution, not to exceed \$5,000, for its support, if the city or township will do the same; it also encourages the formation of district libraries by giving \$20, if the same amount is raised by the district, and a further sum of \$10 yearly, if the district shall have given the same.

#### CHANGES IN THE SCHOOL LAWS.

Two important additions to the school laws and two important changes were made in 1881 and are incorporated in the above review of the features of the State school system.

One of the additions was the rule as to the admission of pupils to the State schools without regard to religion, nationality, or color. The occasion for its introduction was an effort on the part of a school board in a certain district to exclude one of these classes, whereupon the legislature promptly enacted a law against any such class distinctions in the schools. The other addition was the provision as to the encouragement of industrial training already mentioned.

The changes were (1) as to the basis for the annual State tax for schools, which had been 2 mills on \$1 of all property and was made to be \$4 for every child of school age; (2) as to the apportionment of the school moneys to the counties, which had been according to the number of school children, and was made 90 per cent. to each county of the amount that it had raised, the remaining 10 per cent. at the discretion of the State board of education to such points as might seem most to need or to deserve it. The apportionment within each county will still be according to the number of children of school age.



## GENERAL CONDITION.

For the first time in many years there appear evidences of some decline in the school life of the State. With 4,946 more children to be educated, there were 1,419 fewer brought into the public schools than in 1879-'80, while 5,622 fewer were in average monthly enrolment and 5,142 fewer in average daily attendance. There was a reduction of \$4.75 in the average monthly pay of men, with a falling off of 65 in their number, the places vacated, however, being filled by women. The report shows that there were many more high grade certificates issued, with fewer of the lower grade. There were 70 more departments of public schools established, which at the rate of 50 seats to a department would accommodate nearly two-thirds of the increased number of school age. Of the reduction of about 2 per cent. in average attendance based on enrolment the State superintendent offers no explanation.

## EVENING SCHOOLS.

There was an increase in the number of schools held in the evening for persons employed during the day as well as in the attendance on such schools. New Brunswick abolished its evening schools, and Elizabeth, Gloucester City, and Morristown established such schools; in Hoboken, Millville, Newark, Paterson, and Salem they were continued. There were thus 8 cities with these schools, instead of 6, having 91 more evenings of school, with an increase of 1,576 in enrolment of pupils, of 576 in average attendance, of 18 in teachers employed, and of \$1,903 expended for instruction. The percentage of average attendance on enrolment ranged from 33 to 51, the highest being in Newark and the lowest at Salem and Paterson.

## KINDERGÄRTEN.

Of 16 schools of this class on the lists of this Bureau 8 have made reports for 1880-'81 at the date at which this matter goes to press. All were in the upper tier of counties. For information respecting them individually, see Table V of the appendix to this volume; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

## OFFICERS.

Each incorporated city or town constitutes a single school district, with its school interests under control of a board of education elected by the people. A city superintendent of schools and such other persons as the board of education may appoint form a city board of examiners.

STATISTICS. *a*

Cities.	Population, census of 1880.	Children of schoolage.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Bridgeton .....	8,722	2,292	1,542	923	28	\$13,123
Camden.....	41,659	12,637	7,935	4,196	124	88,490
Elizabeth .....	28,229	8,625	3,311	2,093	51	35,841
Hoboken.....	30,999	9,996	5,235	3,190	97	73,216
Jersey City.....	120,722	41,110	21,373	12,848	327	184,885
Millville .....	7,660	2,396	2,018	829	33	20,054
Newark.....	136,508	41,861	18,511	12,145	279	214,455
New Brunswick .....	17,166	6,305	2,458	1,782	48	32,749
Orange.....	13,207	4,015	1,510	1,001	33	39,865
Paterson.....	51,031	14,611	9,575	5,278	113	83,633
Plainfield.....	8,125	2,024	1,263	838	24	22,775
Trenton.....	29,910	7,776	3,520	2,355	66	41,565

*a* For the sake of uniformity, all the statistics contained in this table are taken from the State report.

## ADDITIONAL PARTICULARS.

*Bridgeton* reported primary and grammar schools, accommodated in 6 buildings containing 28 rooms, with 1,500 sittings for study, valued, with sites, &c., at \$33,000. The schools were taught 192 days by 28 teachers. There were 170 enrolled in private schools and 586 in no school.

*Camden* expended \$13,249 for the erection, repair, and furnishing of school buildings, and values its entire school property at \$466,100. The length of term was 210 days, and 124 teachers were employed. The pay of men averaged \$107.50, that of women \$34.16, a month. The enrolment in public schools was 7,935; the sittings for study, 6,491. There were 1,587 in private schools, and 3,115 not in school.

*Elizabeth* expended \$2,482 for repairs and furniture for its 5 school buildings, which contain 47 rooms, with 2,565 sittings, and are valued at \$80,000. An enrolment of 3,311, with an average attendance of 2,093, in day schools and of 442, with an average attendance of 184, in 2 evening schools was given for 1881. The board of examiners issue trial certificates to all persons who pass the required examination; after 3 months of successful teaching a full certificate is granted. Persons holding trial certificates, not teaching, are authorized to act as substitutes and to visit the schools and perform such duties as may be desired. Full third grade certificates are good for only 2 years without renewal; to obtain permanent positions teachers must pass examination for the first or second grade. The 51 teaching in 1880-'81 had all obtained the higher certificates. A permanent position at a good salary as teacher of the lowest primary grade has been given to an experienced teacher in each primary department. New teachers entering the schools are to begin not lower than room 2. There were 2,439 in private schools and 2,875 in no school.

*Hoboken* in 1881 reported to the State superintendent a Saturday normal, 1 high, 4 grammar, and 5 primary schools, and 1 evening school, conducted in 5 buildings, 4 of them belonging to the city, on which \$6,432 had been expended during the year for improvements and furniture; the entire school property was valued at \$132,500. Day schools were taught 202 days; the evening school (divided into 6 classes, 1 devoted exclusively to teaching English to German pupils), for 4 months. The teachers convene monthly to discuss subjects of interest to their profession. There was an estimated attendance of 1,496 in private schools and 3,265 children did not attend school.

*Jersey City* reported primary, grammar, and high schools and a training school for teachers, conducted in 20 buildings, 17 belonging to the city. An expenditure of \$10,344 was made during the year for improvements and the entire school property was valued at \$657,150. There was an enrolment of 21,373, although the school-houses will seat but 14,370 comfortably. The schools were taught 200 days by the 327 teachers; the pay of men averaged \$124.76 a month; that of women, \$29.34. A teachers' association, organized in 1877, holds monthly meetings. Latin, Greek, and German are taught in the high school. There were 9,737 children in private schools and 10,000 not attending school.

*Millville* expended \$3,983 in the erection and furnishing of one new building and in repairs on others, and reported its school buildings in good condition, valued, with sites, &c., at \$40,000. The schools are graded and a graduating course was established in the high school, the first commencement having been held in 1881. The day schools were taught 200 days; the evening schools, with an enrolment of 482 and average attendance of 226, were taught 63 evenings, and had 15 teachers. There were 75 in private schools and 303 in no school.

*Newark*, for 1881, reported 31 primary schools with 176 classes, and 78 classes in the grammar schools, 12 being of the first grade, from which 267 pupils passed into the high school. The high school, in its classical, scientific, and English courses of 4 years each, had 54 graduates, and in its commercial department 16. The normal training school, requiring graduation from the high school or its equivalent for admission, had 27 such graduates in a strictly professional course of one year. The evening schools were graded as far as possible, and reported an enrolment of 1,712, with an average attendance of 858, for a term of 3 months. Music and drawing are taught in all the schools by special teachers, and German in the high school. The schools occupied 32 buildings, 26 of them belonging to the city, all containing 15,600 sittings for study and valued, with sites, &c., at \$910,000. Schools were taught 205 days. There were 6,000 in private schools and 17,350 in no school.

*New Brunswick* maintained its former high standard for regularity and promptness of attendance, reporting 315 pupils in June, 1881, who had not lost a day during the year, some of this number not a day in 5, 8, and 10 years. The schools were accommodated in 6 buildings containing 46 rooms, with 2,175 sittings, valued with sites, &c., at \$125,200, and were taught 201 days by the 48 teachers. There were 1,200 in private schools and 2,487 in no school.

*Orange* expended \$17,393 for buildings, furniture, and repairs, and in September, 1881, had 4 school-houses, with sittings for 1,371 pupils, valued, with sites, &c., at \$100,000. The schools were taught 197 days by the 33 teachers. The high school offers a course of 4 years and one of 3, and had 11 graduates, 10 of them girls. There were 1,000 in private schools and 1,505 in no school.

*Paterson* reported 29 schools and departments, comprising 1 normal and 1 normal training school, 1 high, 8 grammar, 3 primary, and 7 evening schools, and 8 primary departments of other schools. A systematic course of study has been established, giving 5 years to the primary, 4 to the grammar, and 4 to the high school. As only 12 per cent. of those enrolled pass through the grammar schools and but 2 per cent. through the high school, regularity and thoroughness in the primary grades are important. The elementary evening schools, in which the length of term varied, had 1,896 enrolled and

36 teachers; the evening high school, with an average attendance of 26, was taught 72 evenings by 2 teachers, and reported special progress in drawing. The city expended \$13,369 for buildings, furniture, and repairs during the year, and valued its school property at \$257,100. There were 1,500 in private schools and 3,536 in no school.

*Plainfield* expended \$4,975 for the erection and improvement of school-houses and valued its school property at \$60,000. The length of term was 200 days. There were 305 in private schools and 456 in no school.

*Trenton* expended \$1,470 in improvements for its school-houses, which will seat 2,718 comfortably and are valued, with sites, &c., at \$130,000. The schools were taught 200 days by 3 men and 63 women. There were 2,600 in private schools and 1,634 in no school.

### TRAINING OF TEACHERS.

#### NEW JERSEY STATE NORMAL SCHOOL, TRENTON.

This school, established in 1855, is the chief agency for the supply of well trained teachers for the public schools and in 1881 received \$20,000 from the State for its support. It has an elementary course of 2 years and an advanced course of 3 years; graduates from the former receive State certificates of the third grade, valid for 7 years; those from the latter, second grade certificates, valid for 10 years. An enrolment of 236 was reported for 1880-'81, with 24 graduates from the advanced and 27 from the elementary course; of this number 49 had engaged in teaching. A model school connected with the institution furnishes the pupils of the normal school opportunity for both observation and practice in teaching. Its course of study ranges from elementary English through high school and college preparatory courses. There was an enrolment of 361, with an average attendance of 284 in 1881; of the 7 graduates, 4 had taken the college course.

#### FARNUM PREPARATORY SCHOOL, BEVERLY.

Founded about the same time as the State Normal School and preparing students for it, this school receives an annual appropriation from the State. It has primary, intermediate, preparatory, and senior departments, the first 2 with 3 classes each, the last 2 with 2 classes each, thus serving as a first class graded school, with the lowest rates of tuition for Beverly. Its graduates, of whom there were 3 in 1881, may enter the advanced class of the normal school and graduate in 1 year.

#### OTHER NORMAL TRAINING.

Normal schools or classes are reported in Hoboken, Jersey City, Newark, and Paterson, and teachers' associations for mutual improvement in school studies and work in Hoboken and Jersey City. One meeting monthly or oftener has been maintained for many years in Burlington County under the leadership of an efficient superintendent, pursuing steadily a regular course of study, and there are others in other counties. Newton Collegiate Institute, Newton, reported normal training, and the Collegiate Institute and Business College, Salem, a 3 years' normal course and an annual teachers' normal institute lasting 6 weeks, consisting of 4 classes, to accommodate those seeking first, second, and third grade and State certificates.

#### TEACHERS' INSTITUTES.

Institutes were held during the year in the counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Hunterdon, and Salem. The attendance at all these was good, few teachers being absent except for sickness. Able instructors were employed, and modern methods of teaching were presented and discussed.—(State report.)

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The information in regard to high schools is meagre and correct statistics cannot be given. Such schools appear in 1881 at Elizabeth, Hoboken, Jersey City, Millville, Newark, New Brunswick, Orange, Paterson, Phillipsburg, Plainfield, Rahway, and Trenton. At Beverly and Trenton some high school studies, preparatory in character, are also pursued in the higher classes under preparation for the State Normal School. An evening high school was maintained for some months at Paterson in addition to the day school. Advanced classes are reported by the superintendent of Camden County, from which graduates may enter the State Normal School or the Agricultural College at New Brunswick.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools specially preparatory to college, see Tables IV, VI, and VII of the appendix to this volume, and for



summaries of the same, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR MEN.

The *College of New Jersey*, Princeton (non-sectarian), maintained in 1881 (which was the one hundred and thirty-fourth year of its existence) its classical, scientific, elective, and graduate courses at the high standard of former years. An attendance of 488 in both academic and scientific departments was reported; among these were 7 fellows, 41 graduate and 12 special students. The list of students contained names of representatives from 30 States and Territories, as well as from Bulgaria, India, Scotland, and Thrace. Every graduate obtaining a six hundred dollar fellowship must devote one year to study under the direction of the professors in the department for which the fellowship was provided, and must reside in Princeton, unless, by vote of the faculty, he be allowed to study at an approved foreign university, in which case he must from time to time furnish written reports of his work to the professors in his department. The museums and apparatus have been increased during the year; a portion of Nassau Hall was arranged for the use of the museum, and an observatory was erected and equipped, said to be equal to that of any similar institution in the United States.—(Catalogue, 1880-'81.)

*Rutgers College*, New Brunswick (non-sectarian), founded in 1770, reported for 1881 no changes in its courses of study, which comprise classical, scientific, special, and graduate courses. Its students numbered 6 resident graduates, 87 in the classical and 40 in the scientific department, and 11 special students.—(Catalogue.)

*St. Benedict's College*, Newark, founded in 1868, and *Seton Hall College*, South Orange, founded in 1856 (both Roman Catholic), have preparatory departments and classical and commercial courses of study; the former reported 50 students for 1881; the latter, 110, with 13 graduates, and 33 in the Diocesan Seminary.—(Catalogues.)

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

For statistics of schools of this class reporting for 1881, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The institutions of this character in the State are *Rutgers Scientific School*, New Brunswick; the *John C. Green School of Science*, Princeton, and the *Stevens Institute of Technology*, Hoboken.

*Rutgers Scientific School*, constituted by act of the legislature the State College for Agriculture and the Mechanic Arts, offers full 4 years' courses of study in civil engineering and mechanics and in chemistry and agriculture; also, special 2 years' courses in chemistry and in agriculture. Provision is made for graduate studies.

The John C. Green School of Science, a department of Princeton College, has 2 courses in general science: one of 4 years, to be pursued by candidates for the degree of B. S.; the other of 2 years, for students who have received a first degree and who are candidates for that of M. S. Graduate, advanced, or special students enjoy every facility for study and research.

*Stevens Institute of Technology*, essentially a school of mechanical engineering, has a course of 4 years, each year divided into a preliminary term (during which the sophomore, junior, and senior classes devote 8 hours a day to experimental mechanics and shop work) and 3 regular terms. Beginning with 1882, fuller requirements for admission will be made in mathematics and in English, an examination in rhetoric having been added. A new workshop, fitted up and furnished with machine and other tools at his own expense, was presented to the institute by President Henry Morton in May, 1881.

For statistics of these scientific schools, see Table X of the appendix, and a summary of the same in the report of the Commissioner preceding.

### PROFESSIONAL.

The only professional schools reporting in 1881 were *theological*, viz: the German Theological School of Newark, N. J., at Bloomfield (Presbyterian); Drew Theological Seminary, Madison (Methodist Episcopal); the Theological Seminary of the Reformed Church in America, New Brunswick; the Theological Seminary of the Presbyterian Church, Princeton; and the Diocesan Seminary of Seton Hall College, South Orange (Roman Catholic). The 4 first named have full 3 years' courses and require candidates for admission who are not college graduates to pass an entrance examination. The Seminary at Princeton has also a graduate course of 1 year. The theological course at Seton Hall College



comprises 1 year of philosophy and 4 years of theology. The Seminary of the Reformed Church received gifts for the improvement of its library, the maintenance of Hertzog Hall, and the endowment of 2 scholarships, amounting in all to \$90,000.—(Catalogues and returns.)

For statistics of theological schools, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

### SPECIAL INSTRUCTION.

#### EDUCATION OF DEAF-MUTES AND THE BLIND.

From a written report of the State superintendent for 1881, it appears that 153 deaf-mutes from New Jersey<sup>1</sup> were being educated at different institutions in Connecticut, Massachusetts, New York, and Pennsylvania, at a cost of \$44,824, and 34 blind at institutions in New York and Pennsylvania, at a cost of \$9,934.

#### EDUCATION OF THE FEEBLE-MINDED.

In the Pennsylvania Training School for Feeble-Minded Children, Elwyn, there were 50 pupils from New Jersey in 1881, for whose training and improvement the State paid \$12,454.—(Letter from State superintendent.)

#### REFORMATORY AND INDUSTRIAL TRAINING.

The *New Jersey State Reform School* for boys, Jamesburg, reported for 1880 an average of 258 inmates, who were being trained in the school room, on the farm, and in the shop. No report has been received for 1881.

The *State Industrial School for Girls*, Trenton, established in 1870, receives children between the ages of 7 and 16, and reported 25 inmates at the close of 1881, who were receiving instruction in the common English branches as well as in household work. There were 10 discharged and 15 indentured during the year.—(Return.)

The *Newark City Home*, a reformatory and industrial school supported by the city, receives both boys and girls. Its eighth annual report states that 83 inmates were received and 64 paroled in 1881. Evidences of progress made in learning and good conduct are noted. The boys are taught farming and brush making; the girls, tailoring, dress-making, plain sewing, and mending. Regular school instruction in the English branches and vocal music is given every day. A system of credits and demerits for disciplinary purposes has superseded the severer forms of punishment.—(Annual report.)

#### EDUCATION OF ORPHAN AND DEPENDENT CHILDREN.

Of some 15 institutions for sheltering such children and training them in studies and industries till they can be placed at service or in trades, only 4 have made reports for 1880-'81 at the time at which this goes to press. These are the West Jersey Orphanage, Camden; Children's Home, Burlington County, Mt. Holly; Newark Orphan Asylum, Newark; and Paterson Orphan Asylum, Paterson. They report, in all, 18 teachers in studies or industries, 1,225 cared for since the foundation of the associations or institutions, and 171 remaining at the date of their reports.

### EDUCATIONAL CONVENTIONS.

#### STATE ASSOCIATIONS.

Of meetings of the State Teachers' Association and the State Association of School Superintendents no account is contained in the State report for 1881. The only account that has reached the Bureau is an announcement and programme in the *New-England Journal of Education* of the State Teachers' Association to be held at Long Branch, July 6-7 of that year.

#### CHIEF STATE SCHOOL OFFICER.

Hon. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

Mr. Apgar has served by successive reëlections since 1867.

<sup>1</sup>A bill is said to have passed the legislature in 1882 providing for the establishment of a State institution for the deaf and dumb, to be located at Trenton.

## NEW YORK.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)-----	1,641,173	1,662,122	20,949	-----
In common schools-----	1,031,593	1,021,282	-----	10,311
In average daily attendance-----	573,089	559,399	-----	13,690
Attending private or church schools-----	108,567	108,309	-----	258
Attending academies-----	30,909	31,114	205	-----
Attending normal schools-----	5,753	5,944	191	-----
Attending colleges-----	3,641	6,251	2,610	-----
In medical schools-----	2,579	3,069	490	-----
In law schools-----	653	603	-----	50
Whole number under instruction-----	1,183,695	1,176,572	-----	7,123
SCHOOLS AND DISTRICTS.				
School districts-----	12,017	12,001	-----	16
Public school-houses-----	11,899	11,894	-----	5
Log school-houses-----	83	78	-----	5
Frame school-houses-----	10,077	10,073	-----	4
Brick or stone school-houses-----	1,739	1,743	4	-----
Average school term in days-----	179	178	-----	1
Volumes in district school libraries-----	735,653	707,155	-----	28,498
Valuation of public school property-----	\$30,747,509	\$31,091,630	\$344,121	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools-----	7,992	7,669	-----	323
Women in the same-----	22,738	23,157	419	-----
Whole number-----	30,730	30,826	96	-----
Teachers licensed through normal schools-----	1,068	1,095	27	-----
By State superintendent-----	1,083	964	-----	119
By local officers-----	28,579	28,767	188	-----
Teachers employed 28 weeks or over-----	20,597	20,731	134	-----
Teachers' institutes held-----	79	77	-----	2
Teachers attending institutes-----	15,404	13,209	-----	2,195
Average attendance on each-----	195	171	-----	24
Average annual pay of teachers-----	\$369 56	\$375 06	\$5 50	-----
Average monthly pay-----	41 40	42 24	84	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools-----	\$10,412,363	\$10,895,765	\$483,402	-----
Whole expenditure-----	10,412,378	10,923,404	511,026	-----
STATE SCHOOL FUND.				
Common school fund-----	\$3,251,286	\$3,276,602	\$25,316	-----

a Not including the United States deposit fund, which in 1878 amounted to \$4,014,521.

(From reports of Hon. Neil Gilmour, State superintendent of public instruction, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

General educational interests continued to be under the supervision of a State superintendent of public instruction, elected by the legislature for a term of three years, and of a board of regents of the university,<sup>1</sup> having oversight of academic, collegiate, and professional training.

For the local management of the common school interests there still were district school commissioners (nearly answering to county superintendents elsewhere), elected by the people for 3 years; boards of district trustees of 1 or 3 members, the term of a sole trustee being 1 year, but if 3 trustees were elected, there being an annual change of 1; in union districts, boards of from 3 to 9 members take the place of the district boards.

## OTHER FEATURES OF THE SYSTEM.

The common schools of the State continued to be free to all persons 5-21 years of age residing in the district, and also to non-residents at the discretion of the trustees. To supply this free schooling, the State levies an annual tax; this in 1881 was 1.14 mill on \$1, which, with the income from the United States deposit fund and common school fund, amounted to about \$3,400,000; while the people by voluntary local taxation raised about \$7,400,000 more. According to law the greater part of these large sums is paid for teachers' wages; for buildings, sites, furniture, and repairs; for apparatus, libraries, colored schools, and various incidental expenses; for training teachers in academies, institutes, and normal schools under State direction. The remainder, about \$130,000, is divided between academies, Cornell University, Elmira Female College, the school commissioners, department of public instruction, regents of the university, and a few remaining Indian schools.

The annual apportionment of the school money is made by the State superintendent under specific direction of the school law. To entitle a district to its quota, the trustees of the preceding year must have reported that a common school was taught by a qualified teacher or teachers during the legal school year of 28 weeks of 5 days each. The basis of apportionment, heretofore partly on the number of children of school age and partly on average attendance, has been changed. The portion of the fund formerly distributed on the basis of average attendance is now given practically on the basis of aggregate attendance, the aggregate attendance in each school district being now divided by 140, the number of days in the legal school year. The State superintendent believes that this amendment will tend to lengthen terms in the respective districts.

To be a legally qualified teacher and entitled to pay from the public money, one must have a diploma from a State normal school or a certificate of qualification from some one of the school officers authorized by law to give such certificates.

It is the duty of every school commissioner to organize in his district, once in each year, a teachers' institute, and to induce, if possible, all the teachers in his district to attend (which they do without loss of pay for time thus spent), the commissioner being always subject to the advice and direction of the State superintendent.

The State annually appropriates \$50,000 for district libraries; but, notwithstanding the existence of various legal provisions intended to preserve the libraries and extend the field of their usefulness, the number of volumes reported in them falls off year by year, and the State superintendent has repeatedly recommended that the money appropriated for books be used in the purchase of apparatus or devoted to the establishment of village and township libraries.

The law passed in 1880 conferring upon women the right to vote in district school meetings and to hold school offices being found inadequate, it was amended in 1881. Under its liberal construction by the department of public instruction, women now enjoy the same privileges as men in these respects, and the State superintendent confidently predicts a continuance of the improvement in school interests which has already resulted from the change.

In the absence of any statutory provision respecting a legal school month, a calendar month is held to be such by the State department of education.

## GENERAL CONDITION.

The statistics of 1880-'81, compared with those of 1879-'80, show that while there were 20,949 more youth to be taught, the enrolment in the public schools fell off 10,311 and the average attendance 13,690. The State superintendent does not ascribe this to any decline of interest in the public schools, but to the business activity of the year, which led many of the youth over 14 into manufacturing and business life. On the contrary,

<sup>1</sup> This board is composed of the governor, lieutenant governor, secretary of state, and superintendent of public instruction, with 19 other persons elected for life service, and styled "Regents of the University of the State of New York."



he thinks that the system has increased in efficiency in greater proportion than the attendance has fallen off, and that the results attained justify the large expenditures necessarily incurred. While there was a decline of 258 at private or church schools and of 50 at law schools, the colleges showed an advance in attendance of 2,610, the medical schools of 490, the normal schools of 191, and academies of 205. With these gains there was still a decrease of 7,123 in the whole number under instruction. School districts fell off 16 and school-houses 5. Log houses are gradually disappearing and giving place to brick or stone buildings. School property advanced \$344,121 in value. The school district library system showed its usual decline in the number of volumes, which this year reached 28,494. As to teachers, the review of the school year is a little more encouraging. While there were 323 fewer men teaching in the public schools, there were 419 more women, being a total gain of 96. Of the 30,826 employed, 20,731 taught for the full term, a gain of 134 over the previous year; 27 more held normal school diplomas; 188 more, licenses from local officers, though there were 119 fewer licenses from the State superintendent. Teachers' institutes were held in 58 counties, in 18 of which 2 sessions were held, besides 1 for the benefit of the teachers on the Indian reservations, making 77 in all. The falling off of 2,195 in attendance of teachers while only 2 fewer institutes were held is a fact indicating decline of interest on the part of teachers and weakness in the system of optional attendance. In teachers' wages there was no appreciable advance, though the school income was increased by \$483,402; expenditures were \$511,026 greater. There was a gain of \$25,316 in the value of the school fund, exclusive of any gain that may have taken place in the United States deposit fund, the amount of which has not been reported since 1878.—(State report.)

#### INDIAN SCHOOLS.

The remnants of 7 tribes of Indians still retain reservations in the northern section of the State and are included in the public school system of the State. They reported for 1880-'81 a school population of 1,607, an enrolment of 1,175, and an average daily attendance of 570; there was an increase of 17 in children of school age and of 11 in enrolment, but a decrease of 55 in average attendance. For the support of these schools the State annually appropriates about \$9,000.

#### KINDERGÄRTEN.

The report of 1879-'80 presents a list of 52 of these schools. Thus far in 1880-'81 but 28 have presented statistics. Among these are 4 important normal training schools, 1 for deaf-mutes, and several free Kindergärten for the children of the poor, while 3 have been discontinued. For further information, see Table V of the appendix.

### CITY SCHOOL SYSTEMS.

#### OFFICERS.

Cities are generally organized under special charters which provide that the public schools shall be under the supervision of boards elected by the people, these boards varying in number and title. Usually also a superintendent is chosen by the board.

In New York City the mayor appoints a board of education composed, since 1873, of 24 commissioners. He also appoints 3 inspectors of common schools for each of the eight school districts into which the city is divided. One-third of both the board and inspectors are liable to change each year. A superintendent of schools and 7 assistant superintendents are elected by the board of education for terms of 2 years, and also 5 trustees for each ward, 1 of the 5 being changed each year.

#### STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Albany.....	90,758	35,411	13,975	8,986	252	\$195,112
Auburn.....	21,924	6,855	3,184	2,307	68	42,019
Binghamton.....	17,317	4,778	3,000	2,037	64	47,482
Brooklyn.....	566,663	199,100	96,077	53,194	1,338	1,083,560
Buffalo.....	155,134	60,000	25,212	14,225	439	349,385
Cohoes.....	19,416	8,518	3,240	1,485	53	37,383
Elmira.....	20,541	6,032	4,198	2,971	80	670,939
Hudson.....	8,670	3,220	1,245	506	21	12,329
Ithaca.....	9,105	2,703	1,918	1,365	32	27,787
Kingston.....	8,780	2,704	1,660	1,098	32	23,514
Lockport.....	13,522	4,000	2,745	1,596	44	30,132

α Including \$8,978 payment of indebtedness incurred in previous years.



## Statistics—Continued.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Long Island City .....	17,129	5,717	3,837	2,179	50	\$39,697
Newburgh .....	18,049	5,912	3,325	2,129	64	44,757
New York City .....	1,206,299	393,000	a257,944	a127,003	a3,172	3,690,283
Ogdensburg .....	10,341	3,886	2,222	1,151	30	22,252
Oswego .....	21,116	7,988	3,780	2,618	66	45,402
Plattsburgh .....	8,283	2,160	1,371	.....	26	13,344
Poughkeepsie .....	20,207	6,002	2,760	1,915	62	40,653
Rochester .....	89,366	37,000	13,381	8,788	255	214,179
Rome .....	12,194	3,129	1,700	1,427	31	15,243
Saratoga Springs .....	8,421	2,639	1,634	1,097	32	22,222
Schenectady .....	13,655	4,844	2,340	1,527	41	25,464
Syracuse .....	51,792	18,598	9,379	7,174	185	128,839
Troy .....	56,747	18,700	8,332	4,833	143	101,366
Utica .....	33,914	12,048	65,318	63,399	107	79,259
Watertown .....	10,697	3,245	2,092	1,300	48	29,594
Yonkers .....	18,892	6,467	3,231	1,719	52	53,543

<sup>a</sup>In addition there was an enrolment in evening schools of 16,096, average attendance of 6,158, and 271 teachers.

<sup>b</sup>Including evening schools.

## ADDITIONAL PARTICULARS.

*Albany* made important additions to its school buildings, having completed one with 616 sittings, valued with lot and furniture at \$19,942; and in place of an old one erected another, said to be a model of completeness; still a third was being remodelled and materially improved. This gave to the city 26 public school buildings, affording 11,857 sittings; school property was valued at \$765,397. A decrease of 73 in enrolment from the preceding year and of 285 in average membership was attributed to enlarged opportunities for industrial employment. An official examination as to how many had left school during the year to engage in some permanent employment, a useful line of general investigation, showed the number to be 870. Tardiness was reduced 50 per cent., but the half day absences increased 2.6 per cent. There were 649 cases of truancy (with not more than 500 truants, the superintendent thinks). The superintendent suggests the appointment of truant officers to enforce the provisions of the compulsory education act, and advocates the establishment of an ungraded school for the instruction and reformation of truants. Of the 252 teachers reported, 227 were females. The schools were taught 197 days and the average number of days lost by these teachers was only 2.8. Discipline had been all that could be desired. On an average attendance of nearly 9,000 there were only about 6 cases of corporal punishment daily. The courses of study remained substantially the same as 2 years ago. The system of written examinations in all the schools except the high continued to work well, the classes marked excellent exceeding those of last year by 386. A quotation exercise which had worked well in the high school was recommended for the lower grades. The progress in reading was satisfactory, sight reading being general. The study of language was increased, doing away with the old method of parsing, the result being seen in the fact that 290 passed the regents' examination, being 66 more than the year before. Great improvement in penmanship was secured by using pen and ink in the second and third year grades. Free hand drawing received increased attention, and was to be extended to the senior class of the high school, thus making a continuous course from the lowest to the highest grade. This, with music, French, German, and chemistry, was taught by special teachers.—(City report and return.)

*Auburn* classed its public schools as high, grammar, and primary. The 11 school buildings were found to be insufficient for the increased school population, but a proposition to increase the accommodations was negatived by a vote of the people. Three of these 11 buildings with 39 rooms were occupied by the primary schools, 7 with 16 rooms by the grammar, and 1 with three rooms by the high school, together affording sittings for 3,334 and valued, with other school property, at \$154,200. Only about 40 per cent. of the youth of school age were found in the schools, while enrolment increased 135 and average attendance 75. Of teachers (all women but 2) there were 2 more than the year before. Two special teachers in music and drawing were employed. Discipline was reported as generally good, the only exceptions occurring under unskilful and inexperienced teachers. There were 110 fewer cases of corporal punishment, and the superintendent reported the year as one of exceptional quiet and substantial progress. Private or parochial schools occupied 3 buildings, with an enrolment of 1,200 and 17 teachers.—(City report and return.)

*Binghamton* enrolled 63 per cent. of its school population of 4,778 and retained 43 per cent. of the enrolment in average daily attendance. Of these 8 per cent. were too young to attend profitably. In the period from 8 to 13, inclusive, which years come under the provisions of the compulsory school law, the absenteeism reached 9 per cent.; in that from 14 to 16, inclusive, when youth begin business life, 26 per cent.; in that from 17 to 18, inclusive, which closes the system of public school instruction, 25 per cent.; in that from 19 to 20, which lies entirely beyond the grades of city schools, 26 per cent. The school system embraces 7 ward schools, a grammar and a high school; these are all arranged in 12 grades, each, except the first, covering 1 year of three terms, the seventh and eighth constituting the grammar, the other 4 the high school grade. There was a loss of 147 in enrolment and of 123 in average daily attendance, while in teachers there was a gain of 6, there being 58 women and 6 men teachers. No special teaching in music, drawing, or penmanship appears. In the 8 school buildings reported, the primary schools occupied 2,038 sittings; the grammar, 574; the high school, 185. School property was valued at \$197,349; enrolment in private or parochial schools was estimated at 528. (City report and return.)

The *Brooklyn* board of education, consisting of 45 members, divides the general supervision of the public schools among 21 standing committees; more special supervision is intrusted to local committees. There were 57 school buildings, all in good condition. The entire school property was valued at \$4,943,553. While the buildings afforded sittings for 66,300 pupils and average attendance was 53,194, the enrolment for the year was 96,077. From 3,000 to 5,000 in the primary classes were crowded into basement rooms and old dwelling houses. It was estimated that from 5,000 to 10,000 more would attend the public schools if better accommodations were provided; not less than \$400,000 were deemed necessary to make suitable provision. The expenditure of \$1,037,901 during the year was inadequate for the needs of the schools, but the city refused to furnish the additional accommodations desired and thousands of children were obliged to wait, while thousands more were taught in half day sessions. The schools continued to be classed as primary, intermediate, and grammar, but in some grades more was required than could be accomplished in the time allowed; and over 100 inexperienced young girls are annually placed over classes of infant pupils. An intelligent review of the courses was called for. The city school system includes the educational departments of 9 orphan asylums and industrial schools partially supported by religious societies or individuals. These schools are under the same jurisdiction as the public schools, and during the hours allotted to secular studies, from 9 to 3, no religious instruction is given. During the year 2,294 children were taught by well qualified teachers and enjoyed better accommodations than the public school pupils; they were sustained at a cost to the public of \$42,971. There were taught during the winter 13 evening schools, including 2 high schools; in the first division of the school term there was an enrolment of 7,610 pupils under 201 teachers; in the second division, 5,328 pupils under 192 teachers. Music and drawing were taught by special teachers. The work in penmanship showed special improvement as the result of using pen and ink in the primary classes, instead of slate and pencil. To abate the evil of inexperienced teachers in the primary schools, it was decided to form classes on the Kindergarten plan, and ask for \$5,000 to pay teachers to be employed in this work. The establishment of industrial schools for the thousands of poor children not in the public schools was urged upon the attention of the board as a measure both of economy and safety to society. — (City report and return.)

*Buffalo*, with a school population of 60,000, an increase of 4,000, had 42 school buildings, valued, with other school property, at \$780,000, and 20,433 volumes in the school library, valued at \$19,694. The enrolment advanced 897 and average daily attendance 230. One additional teacher was employed and the expenditures were \$3,829 higher. Only 42 per cent. of the school population were enrolled in the public schools, and but 24 per cent. of it were in average daily attendance. — (State report.)

*Cohoes* reported 7 school buildings, and a school library of 1,638 volumes, which, with buildings and sites, were valued at \$86,800. The school population increased 527 and enrolment 566, but in average daily attendance there was a loss of 65; 10 more teachers were employed and \$4,000 more expended. There were registered in public schools only 38 per cent. of the school population, while only 17 per cent. of it appeared in average daily attendance. This showing from the State report of 62 per cent. of school population as not registered and 83 per cent. of it not in daily attendance in the public schools cannot be explained in the absence of any official report from the city superintendent. — (State report.)

*Elmira* had 8 school buildings, a gain of 2 over the previous year, affording 3,825 sittings. The older buildings were remodelled and thoroughly repaired; school property was valued at \$316,000. As reported last year, the schools were classed as primary, intermediate, advanced, and academic, each having 3 divisions of 1 year. As compared with 1879-'80 the statistics of attendance, teachers, and expenditures show only slight

changes; 69 per cent. of the school population was enrolled and 71 per cent. of the enrolment was in average daily attendance. The promotion of teachers according to meritorious service, instead of on yearly examinations, was continued. The evening schools heretofore reported were discontinued.—(Return and proceedings of board of education.)

*Hudson* reported 3 brick school buildings, and a school library of 1,000 volumes, valued with other school property at \$31,000. With an increase of 87 in enrolment and the same number of teachers as last year, the city expended for its public schools \$3,318 less than in the previous year. The school population increased 245, but only 38.6 per cent. of it was enrolled in the city schools and only 25 per cent. of it was in average daily attendance.—(State report.)

*Ithaca* erected 1 school building during the year, making 6 in all. The 6 afforded 1,730 sittings for study and were valued with other school property at \$60,200. There was a slight decrease in attendance, but this was caused by the prevalence of scarlet fever during the spring term. The average daily attendance was 50.5 per cent. of school population, exceeding that of most of the cities in the State. The board had absorbed, during the year, all the elementary schools in the city except a Kindergarten and a preparatory school for Cornell University. The number of teachers remained the same. The schools, taught 191 days of the year, were classed as primary, intermediate, grammar, and high, with grades covering 12 years, 4 of which are spent in the high school. Vocal music was taught in all the courses. Estimated enrolment in private or parochial schools, 75.—(City report and return.)

*Kingston* had 8 school buildings, affording sittings for 1,671 pupils. The schools are classed as preparatory, high, and academic. The preparatory includes primary, junior, and senior courses, each having 3 grades, making 9 years of work below the high school and academy. The studies of the high school are not distinctly given. Those of the academy are arranged under 3 courses, one in literature and science and a collegiate preparatory, each of 3 years, with a higher English course, embracing all the advanced English branches included in the other courses. There were 75 pupils, 67 of whom pursued the advanced English course, and 10 graduated with honor. A large class from the high school was sent up, 49 of its 81 pupils having passed the regents' examination, not including those who had passed after entering the academy. With no change reported in the school population, there was a considerable falling off in enrolment, a slight loss in average daily attendance, and a loss of 5 teachers. The fact that many of the older students, in consequence of business activity, had begun active life accounts in part for the decrease. The number of days of study lost by pupils was 782 more than last year. The standard for promotion in all the departments was raised, yet nearly all examined passed. Music and drawing entered into the instruction of all the courses.—(City report.)

*Lockport* reported 6 school buildings and a school library of 3,881 volumes; value of school property, \$110,600. In enrolment there was a gain of 154 and in average daily attendance of 40, although expenditures fell off \$1,440. The schools registered 68 per cent. of the school population, and retained 40 per cent. of it in average daily attendance. There were 6 private and parochial schools, with 400 pupils enrolled. In the absence of a city return and report for 1880-'81 no further information can be given.—(State report.)

*Long Island City* had for its 5,717 school population 7 school buildings, 4 of them leased. One of those built by the city at a cost of \$20,000 is said to be the only excellent school building in the place. All, with sites, were valued at \$65,000. The schools, classed as primary and grammar, were taught by 50 teachers and enrolled 67 per cent. of the school population; 57 per cent. of the enrolment were in average daily attendance. Private and parochial schools enrolled 203 pupils. Few public school pupils remain to complete the grammar course. New methods of teaching grammar, arithmetic, geography, and history were adopted with gratifying results.—(City report.)

*Newburgh* reported slight changes in its public schools. In school population there was a gain of 15; in teachers, including 2 in evening schools, of 6; with an increase of \$623 in expenditures; while in enrolment there was a loss of 23, and in average daily attendance of 90. The free schools enrolled 56.25 per cent. of the school population, and 64 per cent. of the enrolment were in average daily attendance. The board had 6 school buildings, with 2,500 sittings, of which 1,500 were used by the primary, 600 by the grammar, and 150 by evening schools, and 250 by the high school. School property was valued at \$192,000. Schools were in session 200 days. Enrolled in private and parochial schools, 701.—(Return.)

*New York City* reported, for its 393,000 school population, 130 school buildings, with 150,484 sittings, all valued, with sites and other school property, at \$11,775,000. During the year 3 new buildings, with sittings for 4,900 pupils, were completed and occupied, which, with other improvements, gave a net gain of 5,450 sittings. To provide this additional school room and sustain the schools during the year cost, as shown in the table,



\$3,690,283. Yet with this immense outlay 9,189 children were refused admission to the schools for want of room. It was a serious question whether the board would be able to gain upon the steady advance of the school population, of whom there were 8,000 more than in 1880. Under the care of the board of education, and sharing in the school fund, were 299 schools, consisting of a normal college for girls (with a training department), 46 grammar schools for boys, 46 for girls, and 12 for both sexes, 69 primary departments of grammar schools, 44 separate primary schools, 4 colored schools, 48 industrial and reformatory schools, orphan asylums, &c., 27 evening schools, and 1 nautical school; giving a total in the 299 schools of 274,040 pupils, 133,161 of them in average attendance. To these should be added 40,000 in private and parochial schools. Of those in the public system, 2,043 were in the normal college and 1,611 in the training school connected with it. There were 1,317 colored children enrolled, 107 in the city nautical school, 24,130 in corporate schools, and 16,096 in evening schools. The statistics of attendance compared with 1879-'80 show a gain of 8,458 in the number taught and of 1,691 in average attendance. There were 3,443 teachers employed (excluding 77 special teachers, but including the 271 engaged in evening schools), of whom 418 were men and 3,025 women, the total of whose salaries was \$2,541,508. Of these, 37 were in the normal college and 27 in its training department and 199 in the corporate schools. During the year licenses were given to 389 applicants for teachers' certificates. The first licenses are provisional, to be made permanent when the teacher has given proof of ability to do satisfactory work. As to the quality of instruction given and discipline maintained, the figures show, as the result of examinations, that of 2,690 classes instructed in the primary departments, the grammar, primary, and colored schools, 1,827 were marked excellent, 819 good, 42 fair, and 2 indifferent; while in discipline of the same schools, out of 2,749 classes, 2,498 were reported excellent, 232 good, 15 fair, 3 indifferent, and 1 bad. Only 97 pupils were suspended (this being 100 less than 2 years before and 53 less than the previous year), and 20 of these were restored. This degree of discipline was obtained without resorting to corporal punishment. To facilitate promotions from the primary departments and primary schools, the course of study is arranged in 6 grades, each requiring no more than can be accomplished in 5 months by a child of ordinary capacity, so that one in the lowest primary grade can reach the lowest grammar grade in 3 years. Changes made in the way of teaching reading, spelling, arithmetic, grammar, composition, and history gave satisfaction. Of the whole number of classes in reading, only 2 per cent. were deficient; of 2,690 in spelling 2,277 were excellent; of 2,690 in arithmetic 1,765 were excellent, 790 good, and 118 fair, this being regarded as among the studies most successfully taught. Of 1,889 in penmanship 1,596 were excellent. Slate writing continued to be an important element in the work of the lower grades. In United States history there was an average gain of 4 per cent. in proficiency. Instruction in some department of elementary science was given orally to all the grammar grades, and to the primary in object lessons; of 2,690 classes examined, 2,078 were rated excellent. In drawing general progress was reported, showing an average proficiency of 93 per cent. In the graded course of music the reports show satisfactory results. German and French were studied in 83 of the 104 grammar departments. The nautical school for the training of boys desiring to be seamen, which began eight years ago, continued to be a useful feature of the public system, having had during the year a monthly attendance of 107. On the annual summer cruise the ship sailed 9,000 miles, after which the school was examined by the Chamber of Commerce, and 46 graduated, nearly all of whom immediately found places. More than 60 graduates of the school are now serving as officers. The corporate schools were held under the auspices of 16 reformatory, benevolent, and industrial societies. Of the 24,130 children taught in these schools, 10,978 poor children who could not attend the public schools were registered in the schools of the Children's Aid Society. In the 25 primary evening schools conducted during the year under the system adopted by the board in 1880 there was great improvement in punctuality, regularity, scholarship, and discipline. All under 13 were excluded, and there was an increase of 810 adults over last year. The board endeavored through these schools to meet the needs of foreign immigrants desiring to learn English; a graded course of instruction for them was adopted during the year, and out of the 15,150 pupils enrolled in evening schools below the evening high school 1,712 were foreigners studying English, and there were 3,840 other foreign pupils engaged in the same study. On admission 1,452 of the whole number of pupils could not read and 1,625 could not write; 2,157 studied reading, 1,795 arithmetic, 568 composition, 2,773 penmanship, and 988 book-keeping. The work done by the truancy department is worthy of especial notice. During the year 17,378 visits were made, of which 11,536 were to homes, 4,223 to schools, and 1,619 to stores and factories. The cases investigated numbered 8,990; out of these 2,132 truants were returned to school and 395 non-attendants placed in school, 2,331 were kept at home by parents, 1,675 by sickness, and 252 by poverty, while 359 had been withdrawn from school and gone to work or left the city.—(City report and return.)



*Ogdensburg* provided 10 buildings for its school population of 3,886, and a school library of 3,675 volumes, the whole valued at \$62,575. There was a loss of 158 in school population, a gain of 152 in enrolment and of 37 in average attendance, and an increase of \$3,888 in expenditures. The number enrolled in public schools was 57 per cent. of the school population, and the average attendance was a fraction more than 29 per cent. of the same. Allowing for the 572 in private schools, there still remained 1,092 not in school.—(State report.)

*Oswego* reported 14 school buildings, with 3,760 sittings, which provided for only 47 per cent. of its school population. School property was valued at \$163,380. The public schools were classed as primary, junior, and senior, with a 3 years' course in each, and high, with a 4 years' course, besides an unclassified school. School statistics generally show a slight reduction, with the exception of expenditures, which rose \$6,531. Only 47.3 per cent. of the school population were enrolled. Private and parochial schools enrolled 1,268.—(Return.)

*Plattsburgh* had 6 school buildings, 5 being used by the primary schools, with 1,010 sittings; the intermediate and grammar departments occupied rooms in the high school building and had 286 sittings, the high school using the 88 remaining seats. With lot and furniture, the high school building cost \$45,000; total value of school property, \$57,000. The schools, taught by 26 teachers and classed as primary, intermediate, grammar, and high, were graded to cover 12 years, of 3 terms each, giving to the primary and grammar 3 years each, to the intermediate 2, and to the high 4 years. Private and parochial schools enrolled 80. Teachers of primary schools may, at their discretion, dismiss those children who have completed their exercises for that session an hour before the regular time of closing.—(Manual and return.)

*Poughkeepsie* reported 10 school buildings, with 2,770 sittings. It had a school library of 10,900 volumes. The school buildings, sites, and property were valued at \$145,102. Its 10 schools continued to be classed as introductory, primary, grammar, and high, with grades covering 12 years, and including the second department of the high school in the grammar grade, each grade occupied 3 years. Compared with 1879-'80, there was a loss in schools of 2, in enrolment of 369, and in average attendance of 105; in teachers there was a gain of 2, and an increase of \$2,819 in expenditures. Efforts were made to reduce irregularity and tardiness. Only 19 cases of suspension were reported and promotions increased over 3 per cent. An unusually high average was reached in the regents' examinations, especially in the grammar grades. In drawing there was a decided revival of interest, and the year's work was satisfactory. Private and parochial schools enrolled 823.—(State and city reports and city return.)

*Rochester* reported 27 school buildings, with 13,030 sittings, which was 351 less than the enrolment in the public schools and 23,970 less than the school population. Allowing for the 3,500 in private and parochial schools, there remain 20,470 not provided for in the city school system. The public schools, classed as primary, grammar, and high, were taught by 255 teachers, including a teacher of German. In enrolment there was a gain of 510. The statistics of 1880-'81, including the number reported in the private and parochial schools, gave a total of 16,831 under instruction during the year, yet this was under 46 per cent. of the school population.—(Return.)

*Rome*, with a school population of 3,129, had 8 public school buildings, with 2,050 sittings, valued, with other school property, at \$75,250. The public schools, reported as primary, grammar, and high, were taught by 3 male and 23 female teachers, including 1 special teacher in drawing, during 198 days. The enrolment of 1,700 during the year was 54.3 per cent. of the school population; the average attendance included 46.6 per cent. of the school population and nearly 84 per cent. of the enrolment. Private and parochial schools enrolled 465.—(Return.)

*Saratoga Springs* had 12 school buildings, with 1,726 sittings; with other school property, these were valued at \$69,300. School population, enrolment, average attendance, and teaching force fell off slightly. The public schools continued to be classed as primary, junior, grammar, and academic, the last having a course of 3 years. Singing, calisthenics, and drawing were taught throughout the entire course, the music being under a special teacher. Schools were in session 200 days and were taught by 5 male and 27 female teachers. An evening school, taught by the principal of the grammar department, enrolled 34 pupils, with an average attendance of 17. The attendance for the year shows good teaching, the enrolment being 61.9 per cent. of the school population, while nearly 70 per cent. of the enrolment was in average daily attendance. Including 319 in private and parochial schools and 34 in the evening school, nearly 75 per cent. of the school population was under instruction.—(City report and return.)

*Schenectady* had for its 4,844 school population 9 school buildings and a library of 3,100 volumes, valued, with other school property, at \$76,800. There was a slight gain in school population and enrolment, the latter being 48.3 per cent. of the former, while the

average daily attendance reached 65 per cent. of the enrolment. In the 4 private and parochial schools there was an enrolment of 500.—(State report.)

*Syracuse* had 19 school buildings with 8,333 sittings, being 1,046 less than the number of pupils enrolled and 10,265 less than the school population. The buildings, with other school property and a district library of 14,163 volumes, were valued at \$804,900. The public schools, classed as primary, junior, senior, and high, were taught 196 days by 11 male and 175 female teachers, including 2 special teachers in drawing and penmanship. An evening school, enrolling about 50 pupils, was taught by 1 male teacher. The school population increased 316 and enrolment 103; in average attendance there was a loss of 252. The average daily attendance embraced nearly 75 per cent. of the enrolment. Adding the 1,862 enrolled in private and parochial schools to those in the public schools, there were 11,241 under instruction, being a fraction over 60 per cent. of the school population.—(State report and return.)

*Troy* reported 14 public school buildings and a district library of 1,100 volumes, which with buildings and lots were valued at \$235,850. The statistics show that with an increase of 236 in school population enrolment fell off 406, average daily attendance 780, and number of teachers 5; the schools cost \$2,278 more. Only 44.5 per cent. of the children of school age were enrolled during the year, and only 58 per cent. of the enrolment was in average attendance. In the 20 private and parochial schools there was an enrolment of 1,200.—(State report.)

*Utica* in 1880-'81 had 18 public school-houses with 4,690 sittings, a library of nearly 8,000 volumes, and other school property, all valued at \$708,571. The total of sittings, including 1,400 in the private and parochial schools, furnished school room for only 50.5 per cent. of the children of school age. The enrolment in the public schools was as follows: in the primary, 2,614; in the intermediate, 1,500; in the advanced, 671; in the academy, 172; in the ungraded, 85; in the 2 evening schools, 276. The statistics show that while there was a gain of 236 in school youth and of 5 in teachers, there was a loss of 173 in enrolment, of 328 in average daily attendance, and a decrease of \$5,330 in expenditures. Besides the 97 regular teachers, there were 5 special ones in penmanship, music, drawing, French, and German, and 5 substitute teachers. The average daily attendance embraced nearly 64 per cent. of the enrolment. Discipline was well maintained, there being only 2 cases of suspension for tardiness, 29 for misconduct, and no expulsions. The schools below the academy are the primary, with a 2 years' course, and the intermediate and advanced, with 3 years each. The evil of grading schools too rigidly was avoided by so arranging the classes in each grade that a pupil could be promoted when proficient without being delayed for those behind him.—(City report and return.)

*Watertown* reported 9 school-houses, a district library of 4,000 volumes, and other school property, valued at \$99,000. The statistics of attendance for 1880-'81 show 64.4 per cent. of school population enrolled in the public schools, including 100 in private and parochial schools. The average daily attendance reached 62 per cent. of the enrolment.—(State report.)

*Yonkers* for 1880-'81 reported 5 public school-houses, a district library with 2,961 volumes, and other school property, valued at \$128,993. Private and parochial schools enrolled 1,492. Of the enrolment 53 per cent. was in average daily attendance.—(State report.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS. \*

Eight schools of this class, to train teachers for serviceable work in the State school system, have been established by law at Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, and Potsdam, the oldest being that at Albany (1844), the two youngest those at Buffalo and Geneseo (1871). All are under the general supervision of the State superintendent of public instruction, the regents of the University being associated with him in the case of the school at Albany. All have connected with them model or practice departments, and all but those at Albany and Oswego had also, at the date of the last reports, academic departments, relics of former academies, not reckoned as integral parts of the normal schools. Except at Albany, where the same rule formerly obtained, each county is restricted in the number of normal pupils it may enter at these schools to twice the total of its representatives in the State assembly; and all such pupils must be at least 16 years of age.<sup>1</sup> They must pass a satisfactory examination, to be admitted to the first year of any class, with corresponding advance in age and in qualification for admission to advanced classes. The course at Albany is of 2 years; at the other schools it is of 2, 3, or 4, according to the grade of position sought, the divisions being into elementary English, advanced English, and classical. The instructors in the 8 schools in 1881 numbered 120; the graduates for the year, 273. The statistics of attendance it is more difficult to give with certainty, but according to a table in the State report for 1881 the whole number of normal students was 2,930.

<sup>1</sup>At Albany males must be 18.

## OTHER NORMAL SCHOOLS.

The *Normal College of New York City* (the annual reports of which cover a calendar year, not the State school year), December 31, 1881, had 1,214 normal students on its register, with an average attendance of 1,127; it admitted from the common schools, on competitive examination, 702 and graduated from the required 3 years' course 309 and from the voluntary 4 years' course 20. In the training department 1,612 children had been taught by 726 pupil teachers. During the 11 years of its existence up to 1881, the college had graduated 2,500 teachers, over 1,000 of whom were then doing good work in the common schools of the city. It was found, however, that the supply of teachers was exceeding the demand, and measures were taken to reduce the number of graduates as nearly as possible to the number required to fill the vacancies in the city schools. With this view it was determined to add a fourth year of required study to the course, and graduation of students was to be omitted in 1882. It was believed that the more extended course, the increased age of the teachers when beginning their work, and the greater maturity of mind consequent upon the higher studies of the fourth year course would greatly improve the system of public education. The two examinations each year heretofore required for admission were reduced to one.—(City report.)

A training school at Syracuse, organized 1880, with a course of 20 weeks, giving time for 2 classes in a year and consisting of female graduates of the high school who wished to become teachers, graduated 15. It was proposed to extend the 20 weeks' course to the entire high school year.—(City report). Alfred University showed in its latest circular a normal course of 4 years in its college department; St. Lawrence University, a teachers' class in which regular and systematic instruction was given by the president. The city of Utica reported a normal course of 2 years, English and scientific, with certificate of studies pursued. Binghamton was considering the expediency of adding a training department to its school system. The school authorities of Brooklyn proposed to organize 2 training schools, one in the eastern and the other in the western part of the city, and an appropriation of \$100,000 was called for to erect suitable buildings.

There were in New York City 4 schools to train teachers for Kindergarten work. For their statistics, reference is made to Table V of the appendix.

## TEACHERS' CLASSES IN ACADEMIES AND COLLEGES.

The law of 1877 which provides that the regents of the University may designate academies and union schools in the several counties of the State in which normal instruction shall be given also provides that every school so designated shall instruct a class of not less than 10 nor more than 25 of such students, that each scholar admitted to these classes shall continue under instruction not less than 10 successive weeks, and that payments shall be made at the rate of \$1 for each week's instruction of each scholar. Owing to the insufficiency of the income from the United States deposit fund, the only classes appointed for 1880-'81 were in the spring term of the 100 institutions of this character designated.—(State report.)

## TEACHERS' INSTITUTES.

During 1880-'81 there were held 77 institutes in 58 counties, with an attendance of 13,209 teachers, averaging 227 to each county and 171 to each institute held. The report gives 74.8 per cent. of attendance on the number of teachers in the counties where the institutes were held. The cost to the State was \$16,937, an average of \$292 to each county and of \$1.28 to each teacher. An important advance was made by the superintendent in the employment of a corps of professional institute conductors; and, although there was a decrease of 2,195 in attendance from the previous year, there was none, it is claimed, in the interest manifested and the good done. In 18 of the counties 2 institutes were held and also 1 at Salamanca for the benefit of the teachers on the Allegany and Cattaraugus Indian reservations.—(State report.)

## EDUCATIONAL JOURNALS.

The following school journals continued their issues in 1880-'81: the *School Bulletin*, monthly organ of the State Teachers' Association, published at Syracuse, was in its seventh and eighth volumes; the *School Journal*, which had dropped the New York part of its title, and was published weekly at New York City, continued, but without clear indication of its volumes; the *Teachers' Institute*, published monthly at the office of the *School Journal*, was in its third and fourth volumes; the *Kindergarten Messenger*, transferred from Milwaukee to Syracuse, and published monthly from the office of the *Bulletin*, was in its fifth volume; the *American Kindergarten Magazine*, monthly, New York City, was in its fourth volume; the *Industrial News*, published monthly by the *Inventors' Institute*, Cooper Union, New York City, was in its second volume; while the *Sanitary Engineer*, in its fourth volume, and *Scientific American*, in its forty-fifth volume, both published in New York City, gave a large amount of information on the



subjects indicated by their titles. Several of the missionary journals gave also some educational information. In place of the *Industrial Monthly* came *America*, also a monthly, New York City, devoted to the industry, trade, finance, and policy of the United States.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

According to the report of the regents of the University of the State of New York for 1879-'80 (the latest at hand) there were 254 academies and academic departments of union schools subject to the visitation of the regents, and according to the State report for 1880-'81 there were 31,114 pupils in these schools, for which the State appropriated \$42,915. The scheme of the regents' higher examinations for these secondary schools, as revised by the University Convocation of 1879, aims to adapt the examinations to the widely differing courses of study in these schools rather than compel the schools to conform their courses to an inflexible standard. An academic diploma is now granted to those students who have completed either an English or classical course; considerable freedom of choice as to the various studies is allowed, but common English branches are prescribed. To those who pass an examination in these prescribed branches, a certificate of progress is given, called the regents' intermediate certificate. The other English branches of study are divided into 2 groups, and any one having the intermediate certificate who passes a satisfactory examination in any 4 studies of both groups is entitled to receive the regents' academic diploma. The classical series of examinations as a uniform basis of admission to the colleges of the State are substantially the same as adopted by the University Convocation of 1865.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and for summaries of these, see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN, FOR YOUNG WOMEN, OR FOR BOTH SEXES.

The literary colleges recognized by the regents of the University of the State of New York, maintaining a separate collegiate existence and forming, with scientific, legal, and medical schools, also thus recognized, the University of the State, continued to be in 1880-'81, as in the previous year, in the order of their charters: (1) Columbia College, New York (Protestant Episcopal), 1754; (2) Union College, Schenectady (Union Church), 1795; (3) Hamilton College, Clinton (Presbyterian), 1812; (4) Hobart College, Geneva (Protestant Episcopal), 1824; (5) University of the City of New York, N. Y. (non-sectarian), 1831; (6) Madison University, Hamilton (Baptist), 1846; (7) St. John's College, Fordham (Roman Catholic), 1846; (8) University of Rochester, Rochester (Baptist), 1846; (9) Elmira Female College, Elmira (Presbyterian), 1855; (10) St. Lawrence University, Canton (Universalist), 1856; (11) Alfred University, Alfred (Seventh Day Baptist), 1857; (12) Ingham University, Le Roy (Presbyterian), 1857; (13) St. Stephen's College, Annandale (Protestant Episcopal), 1860; (14) College of St. Francis Xavier, New York (Roman Catholic), 1861; (15) Vassar College, Poughkeepsie (non-sectarian), 1861; (16) Manhattan College, New York (Roman Catholic), 1863; (17) Cornell University, Ithaca (non-sectarian), 1865; (18) College of the City of New York, N. Y. (non-sectarian), 1866; (19) Rutgers Female College, New York (non-sectarian), 1867; (20) Syracuse University, Syracuse (Methodist Episcopal), 1870; (21) Wells College, Aurora (Presbyterian), 1870; (22) St. Bonaventure's College, Allegany (Roman Catholic), 1875. Cooper Union for the Advancement of Science and Art, New York, mentioned with these in 1880, will be found among the scientific schools, further on. All the 22 report in some form for 1881, showing fair collegiate courses of 4 years, and all had, as preparatory schools, 254 recognized academies and academic departments of union public schools; in 237 of these, at the date of the last report of the regents, were 31,099 students, of whom 8,578 claimed to be academic and 8,356 had their claims allowed by the regents. In the 22 colleges at the same date there were 3,359 students,<sup>1</sup> under 346 instructors. In the whole course of their existence they had graduated from collegiate classes 13,106, including the graduates of 1880. Eleven of these colleges had philosophical or scientific courses; 5 had special courses, composed of studies in the regular course, but not leading to degrees; 5 had commercial courses of 1 to 3 years; 10 gave instruction in drawing, painting, and music, these arts receiving apparently special attention at Wells, Elmira, Ingham, and Vassar (all for women), and at Syracuse University, where there was a special college of fine arts, with eminent in-

<sup>1</sup>The number given appears to include preparatory as well as collegiate students.



structors, a full 4 years' course, and a graduate course beyond it. To the Latin and Greek taught regularly in the classical courses of the 22 colleges, all added at least 2 modern European languages, some having 3 or 4, and Cornell 5, while 6 included Anglo-Saxon and 6 Hebrew, Cornell and Columbia offering Sanscrit also.

In addition to these colleges of the University come 7 under private or church control, not on the regents' list, and with courses less definitely collegiate than the others. Of these 7 the Brooklyn Collegiate and Polytechnic Institute presents evidence of good work in its classical course, while in its scientific course it aims at especial thoroughness. The other 6—St. Francis and St. John's Colleges, Brooklyn; Canisius and St. Joseph's Colleges, Buffalo; St. Louis College, New York, and the College and Seminary of Our Lady of Angels, Suspension Bridge—appear to have all remained still below the regents' standard, though St. John's, Canisius, and that at Suspension Bridge show an improvement since the last report.

Two of the regents' colleges, Elmira and Hobart, improved their buildings in 1880-'81; Columbia College extended its instruction in modern languages, and received (subject to a life interest of relatives of the testator) a bequest of \$650,000 from the estate of the late Stephen Whitney Phoenix, of New York, to promote scientific research; the University of Rochester had its endowment fund increased by \$256,800, Mr. John H. Deane, of New York, giving \$100,000 of it and Mr. John B. Trevor, of New York, \$50,000. St. Lawrence and Cornell Universities and Hamilton College also received gifts which brought the total of educational benefactions for the year in this State up to nearly \$1,000,000.—(Ninety-fourth report of regents, catalogues, and returns.)

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Five of the collegiate schools above mentioned as under the general direction of the regents and forming parts of the University of the State are for young women: Elmira, Rutgers, Vassar, and Wells Colleges, and Ingham University, while Alfred, Cornell, St. Lawrence, and Syracuse Universities give women equal opportunities with young men. Twenty other schools that claim to be for the superior instruction of young women are on the lists of this Bureau and may be found in Table VIII of the appendix. An examination of their catalogues and circulars shows that comparatively few of them approach the standards of the 5 regents' colleges for women. The Normal College of New York City, however, though its chief aim is to prepare young women from the city grammar schools to be teachers, carries its pupils through a 4 years' course of training which for thoroughness and fulness may fairly be termed collegiate. In this college in 1881 were 1,214 students, with an average attendance of 1,127, under 37 instructors; in the 5 regents' colleges for women there were, in the same year, 326 collegiate students, with 3 resident graduates, under 88 instructors; students in art and music, some probably counted twice, 188.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

##### SCIENTIFIC.

The United States Military Academy, West Point, continued in 1880-'81 its single 4 years' course in literary, scientific, mathematical, legal, linguistic, and military studies, all directed to the preparation of skilled officers for the Army of the United States. Students for the year 230, under 50 instructors.

The schools of science reported by the regents of the University in their ninety-fourth annual statement were the Rensselaer Polytechnic Institute, Troy; Columbia College School of Mines, New York, and the Cooper Union for the Advancement of Science and Art, also in New York. The Rensselaer Institute in 1880-'81, as in several preceding years, concentrated its entire work upon the preparation of civil engineers in a course covering 4 years, offering, however, in its summer vacation, a 6 weeks' course in assaying to its graduates and students and others qualified to take it—students, 104; instructors, 16. The Columbia College scientific work will be noticed further on. That of the Cooper Union included, besides 3 free schools of industrial art, a free school of telegraphy for women and a free night school of science, in which last instruction was given in mathematics, physics, engineering, astronomy, &c. The former school had 45 pupils in 1880-'81; the latter, 1,335, of whom 390 received certificates of proficiency; instructors in the 2 schools, 17.<sup>1</sup>

Of the 22 literary colleges included in the ideal university of the State, 13 had in 1881 scientific courses of 3 to 5 years. Elmira, Hamilton, Hobart, Vassar, and Union Colleges went beyond this by giving instruction in practical astronomy, with the aid of well equipped observatories, Union having also a course of 4 years in civil engineering, as had Syracuse University, while the University of the City of New York had a 3 years'

<sup>1</sup> The whole number taught in the regular classes in the Union for 1880-'81 was 3,018, and the capacity of the institution was enlarged in that year by the addition of another story to its height at a cost of \$70,000 to Mr. Cooper, who added also \$30,000 to its endowment fund.

course in the same. Columbia College, New York, and Cornell University, Ithaca, went still further, Columbia having a school of political science, with a 3 years' course following the collegiate, and in its school of mines 5 parallel courses of 4 years in mining engineering, civil engineering, metallurgy, geology and paleontology, and chemistry (analytical and applied), beyond all which came graduate courses; while Cornell, in addition to its regular 4 years' courses in science, science and letters, and in philosophy, had a 2 years' course in history and political science, with 4 years' courses in agriculture, in mechanic arts, in military science, in architecture, in civil engineering, in mathematics and astronomy, in chemistry and mineralogy, and in natural history. Its degree of civil engineer, moreover, was held so high that 5 years of study were necessary to obtain it, the 4 years' course securing only that of bachelor of civil engineering; this was also the rule at Syracuse. At the University of the City of New York, the degree of civil engineer was given at the conclusion of its 3 years' course; at Union College, the Rensselaer Institute, and the Columbia College School of Mines, at the conclusion of their 4 years' courses, Columbia, however, seeming to press its studies with a special thoroughness, which imposed the need of work in vacation as well as in the college terms.

A considerable amount of scientific study is presented in the "special courses" of the Chautauqua Literary and Scientific Circle, which has its point of summer study at Chautauqua, N. Y., and its centre of correspondence at Plainfield, N. J. This circle is fast approaching the proportions of a university in the variety of the courses it offers and the vast number of students under its direction.

#### PROFESSIONAL.

*Theological* instruction was given in 14 schools and departments reporting for 1880-'81. The following had 3 years' courses of study and for admission required a collegiate course or its equivalent: Auburn Theological Seminary (Presbyterian); Hamilton Theological Seminary (Baptist), which had a course for non-graduates also; General Theological Seminary, New York City (Protestant Episcopal); Union Theological Seminary, New York City (Presbyterian), which also requires that the student shall complete the full course there or elsewhere; Rochester Theological Seminary (Baptist), including a German department; St. Andrew's Divinity School, Syracuse (Protestant Episcopal); Theological Course of Alfred University (Seventh Day Baptist); Bonaventure College and Seminary, Allegany (Roman Catholic); the theological department of Hartwick Seminary (Lutheran); in the last 2 of these the 3 years' course follows an academic course. Of the others Canton Theological School (Universalist) and the Seminary of Our Lady of Angels, Suspension Bridge (Roman Catholic), each had a 4 years' course, including preparatory studies; while St. Joseph's Provincial Seminary, Troy (Roman Catholic), had  $4\frac{1}{2}$  to 5, also inclusive of preparatory studies. De Lancey Divinity School, Geneva (Protestant Episcopal), retains students until prepared for ordination, without regard to time; while the Christian Biblical Institute, Stanfordville (Christian), requires for admission only a belief in the Bible as inspired and a common school education. Newburgh Theological Seminary (United Presbyterian) was suspended in 1878.—(Catalogues and returns.)

In connection with the various other schemes of study organized at Chautauqua, a school of theology was instituted in 1881, with a course meant to cover 4 years, to be pursued privately by those that undertake it, but with regular presentation of papers and reports of progress to instructors; a B. D. diploma was promised on the completion of the course.

For statistics of theological schools reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

*Legal*.—Four law schools reported for 1880-'81, as follows: The Albany Law School, a department of the Union University, Albany, continued its 1 year course of 36 weeks. It had a faculty of 9 professors and 54 students.

The law department of Hamilton College, Clinton, advanced its course of study from 1 year for collegiate students and  $1\frac{1}{2}$  for others, as heretofore reported, to a 2 years' course of 36 weeks each year for all. It had a faculty of 2 professors and 21 students.

The Law School of Columbia College, New York City, had a course of 2 years, of about 31 weeks each. Graduates of literary colleges are admitted without examination; others must be 18 years of age, must have received an academical training, including such a knowledge of Latin as is required for admission to the freshman class of the School of Arts. With a faculty of 6 professors there were 471 students, 254 of whom had received a degree in letters or science; 120 graduated. Graduating its first class of 27 in 1860 its alumni now number 2,470. The annual charge per scholar for tuition is \$100.

The Law School of the University of New York City reported a 2 years' course of 32 weeks each year, having apparently dropped its preparatory course since 1879. Its

faculty consisted of 6 professors, with an attendance of 70 students, of whom 37 graduated.—(Catalogues and return.)

For other statistics, see Table XII of the appendix, and a summary of it in the report of the Commissioner preceding.

*Medical.*—Eight regular, 3 eclectic, and 2 homœopathic schools of medicine report for 1880-'81.

Of the regular schools, Long Island College Hospital, Brooklyn; the medical department of the University of Buffalo, at Buffalo, and the medical department of the University of the City of New York required in 1881 only 3 years of study under a medical preceptor and attendance on ungraded lecture courses of 20 weeks a year. The College of Physicians and Surgeons connected with Columbia College, New York, uniting with these in the first requirements, called for 8 weeks more of lecture attendance each year, making 56 weeks of instruction in its 2 years' course against 40 weeks in the others. It also, in common with the medical department of the City University, offered a 3 years' graded course; both stimulated study with high prizes for successful work. Long Island College Hospital offered, too, a 3 years' graded course. The Woman's Medical College of New York Infirmary, New York, and the College of Medicine of Syracuse University, Syracuse, required instruction in regularly graded lecture courses of 3 years, which courses in the former were of 32 weeks each year and in the latter of 36 weeks; both also required of all candidates for admission without academic or collegiate diplomas a preliminary examination. Into the same class with these two, as respected preliminary examination and required graded courses of 3 years, but not as respected length of each year's course, came in 1880-'81 Albany Medical College, Albany (a department of Union University, Schenectady), and Bellevue Hospital Medical College, New York City, each with lecture courses of but 20 weeks a year. Bellevue, however, to the disappointment of the friends of higher training, the next year only offered a graded 3 years' course without requiring it.

Three eclectic medical schools continued their instructions, the College of Physicians and Surgeons, Buffalo, the Eclectic Medical College of the City of New York, and the United States Medical College, in the same city. The first two had only the minimum requirements of such schools, 3 years of study under a medical tutor and attendance on 2 full lecture courses of 20 weeks each, with a thesis; the third added about 3 weeks to these requirements.

The homœopathic colleges were 2, as before: the New York Homœopathic, apparently for men only, and the New York Medical College and Hospital for Women. The instruction in both covered, as in previous years, a 3 years' graded course of study, which in the former was required from 1880 and in the latter seems to have been so strongly urged as to be virtually the rule, though graduation after 2 full lecture courses was allowed on evidence of 3 years' study.

*Dentistry.*—The New York College of Dentistry, New York City, continued to receive and graduate students that had had 2 years of instruction from a preceptor or 2 in its own infirmary courses (from March 1 to October 1 each year) and that had attended 2 regular lecture sessions of 20 weeks each (October to March each year), had deposited in its museum satisfactory specimens of dental work, and had passed creditably the examinations of the professors of operative and mechanical dentistry.

*Pharmacy.*—The College of Pharmacy of the City of New York, organized in 1829 and chartered in 1831, received in 1881 a coadjutor, the Albany College of Pharmacy, chartered in that year. Both presented the usual requirements of such schools, 4 years of pharmaceutical experience and 2 years of study in their courses.

## SPECIAL INSTRUCTION.

### EDUCATION FOR POLITICAL LIFE.

Columbia College, New York City, and Cornell University, Ithaca, have responded to the pressing call for schools of political science, and have provided regular courses of study. Since 1880 there has been in the former a 3 years' course following graduation from the usual college course; while in the latter the course in history and political science, which has existed for several years, has been greatly expanded and will eventually embrace all the important topics connected with political and social science.—(Register.)

### TRAINING IN ART AND TRADES.

The following collegiate institutions had departments of painting and drawing: Alfred University, Wells College for Women, St. Francis and St. Joseph's Colleges, and Rutgers Female College; while Elmira College, Ingham University, and Vassar College (all 3 for women) and the University and College of the City of New York had each a college of arts with courses of 2 to 3 years, and Syracuse University had a college of fine arts, with a 4 years' course and one for graduates beyond it.—(Catalogues.)



The art school of the *National Academy of Design* continued to include instruction in the high arts.— (Present Age.)

The technical school of the *Metropolitan Museum of Art*, New York City, classes its instruction as follows: Moulding and carving, with a special class for artists and amateurs in cartoons for work in fresco, 5 nights a week; drawing and designing in 2 classes, with courses of 2 and 3 nights a week; carriage drawing and construction, 3 nights a week, and, for women, day instruction in decoration in 2 classes, with courses of three afternoons a week. Lectures on subjects connected with the work are given on Saturday nights. Schools of wood and metal work were to be added in 1881. Statistics of the year are wanting.— (Circular and Industrial News.)

The *Society of Decorative Art*, New York City, organized in 1878, provides a place for the exhibition and sale of women's art work, induces women with talent for art work to cultivate it, aids their efforts by instruction, and procures orders for decorative pottery, porcelain, cabinet work, draperies, and embroidery. As the society limited itself to the higher order of work, a demand was soon felt for a similar institution filling a broader field. In May, 1878, the *New York Exchange for Woman's Work* was opened, with the motto, "Anything a woman can do can be done at this exchange;" in 1881 it paid its consignors \$23,743, retaining a commission of 10 per cent.— (Philadelphia Daily Evening Telegraph.)

The technical art school at *Cooper Institute*, New York City, had departments of engraving, wood carving, photography, and drawing in which free instruction was given. The success of the school is shown in the fact that a number of graduates of the normal drawing class were employed by jewellers, house decorators, lace makers, carpet manufacturers, bookbinders, &c. In 1879-'80 the photo-crayon class earned \$5,755, with a much larger earning in 1880-'81. The engraving class was constantly employed by Scribner, Harper Bros., the Smithsonian Institution, &c. During 1880-'81 more than \$20,000 were earned by the pupils in and out of the school, all going directly to them and none applied to the support of the institution.— (The Present Age.)

The *New York Trade Schools* were established for the purpose of training efficient practical mechanics, experience having shown that a more thorough education can be given in a trade school than in a workshop. The courses of instruction, as drawn up with the advice of the proprietors of many leading houses in the city, are plumbing and sanitary engineering, house, sign, and decorative painting, with special courses in mixing colors, fresco painting, polishing, and repairing hard woods.— (Report.)

The *Mosier Noonday Class*, connected with the smith and machine department of Brewster & Co.'s carriage manufactory, New York City, began in September, 1881, and is conducted by J. L. H. Mosier, superintendent. The workmen devote a part of their nooning to reading technical books; writing, drawing, and book-keeping are studied at home. This school is for apprentices only, and attendance on it is made a part of the contract in employing them. The experiment has proved a great success.

The *Ladies' Art Association of New York and Brooklyn* present courses in drawing and painting from life; drawing from cast; photograph coloring, water color and crayon; painting on china, enamel, and underglaze; principles of design; embroidery; botany; and geometry. Children's classes were taught the rudiments of free hand and mechanical drawing, with use of brush, principles of form and color, and their application to manufactures.— (Circular.)

The *Woman's Institute of Technical Design*, New York City, was opened by Mrs. L. E. Cory, November, 1881, with 5 students, and closed in the following June with 30. Instruction was given in wall papers, calico designs, and flower painting, and there was a carpet and oil cloth class. The results were encouraging, the designs for carpets made by the young women having been sold for reproduction in the factory.— (Woman's Journal.)

Art needlework was taught in all its varieties by the *School for Art Needlework*, in New York City.

*Fitch's Institute*, Buffalo, endowed by Mr. Benjamin Fitch and intended to resemble Cooper Union, will include a female training school in connection with the Charity Organization Society of Buffalo; the institute received from Mr. Fitch property valued at \$200,000.— (School Journal.)

*Household Art Rooms*, Utica, is the name of an organization whose object is the promotion of mural decoration. To further this, the society made arrangements in 1881 for a course of lectures in 1882 on the summer resorts of the ancient Romans, their daily life, their houses, and their mural decorations, in landscape, genre, and mythological paintings.— (Household Art Rooms.)

#### INDUSTRIAL TRAINING.

The *Kitchen Garden Association*, New York City, is a school for teaching little girls, especially of poor parents, the various branches of household industry suggested by the



need of improving the ways of living among the poor and of discouraging the tendency among girls to look upon housework as debasing. Instruction is given in 6 lessons of 1 month each in the details of domestic work, beginning with kindling fires, waiting on doors, bed making, sweeping, &c.; laundry processes, scrubbing, and laying a dinner table in the order of its courses follow; then a lesson is given on the parts of beef, mutton, &c., and how to cook and carve each; lastly, children learn to knead bread, turn tiny rolls, cut out biscuit, and make pies. Appropriate songs attend all the lessons and make them attractive. Through an ingenious adaptation of the Kindergarten system, the children acquire the essential principles of good household service.—(Report.)

The *Workingmen's School of the Society for Ethical Culture*, New York City, aims to combine industrial training with ordinary school work, and to use it not only for creating mechanical skill, but also for educating the mind. Laying the foundation of its work in the Kindergarten, its effort is to carry it forward in graded courses of 2 years each, the work lessons being given in the last 2 hours of 2 days in each week. In the first 2 years, covering the period from 7 to 9 years of age, potter's clay is used instead of wood, the school desks, with suitable tools, serving for work tables. At 9 years of age the plan is to begin work on wood with a small saw; at 11, to begin to handle the scroll saw, in wood first and afterwards in zinc; and at 13, to begin instruction in carpenter's work with a complete outfit for a workshop. From the simplest household utensil the pupil is to go on to more difficult and extensive work, from which, after 2 years' training, he may advance to carving and turning. Up to the close of 1880-'81, this experiment appears to have been a success, bringing a refreshing change into the school life of the children by its connection of industrial and literary training.—(Report of principal for 1880-'81.)

The *New York Cooking School*, under the general management of Miss Juliet Corson, its secretary and superintendent, aims to teach the best methods of cheap and good cookery. The full course of instruction is given in twelve lessons, and embraces marketing, cooking, serving, and carving, with the chemistry of food and the physiology of nutrition. Economy is inculcated, and both housekeepers and cooks are required to learn by practice and comparison proper methods of bringing the best and cheapest dishes to a well appointed table. This school is now widely known as the pioneer of a movement that has reached nearly every city in the United States, and is redeeming American cookery from its wasteful methods and unwholesomeness. While the advantages of the school are not ignored by the rich, its benefits are chiefly enjoyed by the middle classes and the poor.—(Circular.)

Eleven mission institutions train large numbers of poor children at once in common school branches and in some useful industry, in 1881 giving training to 13,859, as follows:

The *Brooklyn Industrial School Association and Home for Destitute Children*, established in 1854, attends to the ordinary education of its pupils, but gives especial prominence to the support of industrial schools, of which in 1881 it had 6 in different parts of the city; 5 of these reported 875 pupils, the kitchen garden being used in 3 of them.—(Report.)

The *Industrial School Association of Brooklyn*, established in 1839, with work similar to the above, had under its care 276 children trained in school and domestic industries.

The *Brooklyn Children's Aid Society* divided its work into 6 departments, embracing industrial and sewing machine schools, with kitchen garden exercises. In the sewing machine school 326 had received lessons. In the 2 industrial schools 703 were under instruction.—(Report.)

The *Five Points House of Industry*, New York City, taught 1,031 pupils in 1881, by whom 3,487 articles were made in the sewing department and 21,225 mended; 54 pupils learned to sew well, 10 to run the sewing machine; 11 worked by turns in the kitchen, 34 in the bed rooms, while 30 were just learning to sew. In the type room, besides doing the work on the Monthly Record, the boys did job work, earning between \$500 and \$600, while some had gone out to earn their living in printing establishments.—(Monthly Record.)

The *Industrial Schools of the Children's Aid Society*, New York City, in 1880-'81 had 21 day and 11 night schools, enrolling 9,662. During the last 12 years 113,000 poor children had been prepared for servants, apprentices, clerks, factory hands, and artists, 10,500 were sent to the public schools, 2,800 truants were brought in, and 7,500 were sent to places of employment. Since its organization it had trained from the poor and vagrant children about 60,000 for useful work and found places for them, had sheltered 200,000 in its lodging houses, and had taught over 50,000 poor little girls in the 21 industrial schools; of these not a score had entered on a criminal life or had become drunkards or beggars, though four-fifths were the children of criminal or vicious parents.—(Report.)

The *Industrial Department of the Young Woman's Christian Association*, New York City, in 1881, secured positions for nearly 1,200 women; gave to 114 the making of over 2,000 garments, paying them good prices; trained 62 girls to become competent seamstresses; and assisted 335 young women in getting safe homes and 225 women in securing boarders.

The *New York House and School of Industry* gives sewing work to poor women and trains young girls to various industries. Of these 40 have become skilled seamstresses and readily found employment. In housework 12,516 garments had been made, employing 180 destitute women. In the industrial school there were 199 children.

The *Wilson Industrial School for Girls*, New York City, sustained a day school where girls were instructed in the common English branches and sewing by hand and making their own garments, which, by a system of credit, they earn. There were 310 on the roll.—(Annual report.)

The *Industrial School of Rochester*, occupying in its twenty-fifth year an enlarged building free from debt, received 121 poor children during 1881, and had 83 in average attendance in the day school. The kitchen garden was used in domestic training, and cookery classes were in successful operation.—(Report.)

The *House of the Good Shepherd*, a home in Rockland County for orphan and destitute children, endeavors to train poor children for farm work, trades, and industries suitable for girls, and to educate deserving and earnest minded youth who wish to work their own way and elevate their position. Every one able is obliged to work. There were 52 inmates during the year 1881.—(Report.)

The *Children's Friend Society*, Albany, aims to provide an ordinary school for the poor children it gathers in, and also to train them in important branches of housework and sewing. In 1879, the last year for which there is a report, there were 242 children in attendance.—(Report.)

#### TRAINING OF NURSES.

The training schools for nurses reporting in 1880-'81 are the Brooklyn Training School, opened in 1880, which had 12 pupils in its 2 years' full course; the New York State School for Training Nurses, organized 1870, which in 1881 had 6 instructors and 7 pupils; the Buffalo General Hospital Training School, organized in 1878, which had trained in its 2 years' full course 33 and graduated 5; the Charity Hospital Training School, which had instructed in its 2 years' course 130, enrolling 40 and graduating 6 in 1881, and of whose 90 graduates during its existence of 6 years 75 were known to continue in the profession; the Mt. Sinai Training School, New York City, had 26 pupils in its 2 years' course; the New York Hospital Training School had instructed in all 70 in its course of a year and a half, and 26 during the year, graduating 12; and the New York Training School for Nurses in the Bellevue Hospital had trained 148 in its full 2 years' courses since 1873 and 64 during the year. Of the 148 graduates, 120 were known to continue in the work; and the House and Hospital of the Good Shepherd, Syracuse, reported nurse training work in 1879-'80. All required, for admission, a common school education, good moral character, firm health, and ages between 20 and 36.

#### •EDUCATION IN MUSIC.

The *New York College of Music*, incorporated in 1878, arranges its course of instruction in departments of vocal sight-reading; piano; violin; theory and harmony; vocal; and organ; besides chamber music and operatic departments for advanced students in piano playing and vocal training; all under 16 professors, with 854 students, in 1881-'82. Diplomas in art and degrees in musical science are conferred by the president and corporation, on the recommendation of the director and faculty and under the authority of the State of New York.—(New York College of Music.)

The *Baeter University of Music*, Friendship, was reported in 1881 as a fully organized institution in every branch of musical learning; there were graduating courses for church, society, orchestral, and band musicians, with lectures and a series of concerts accompanying the courses. No statistics are given.—(Report.)

#### SCHOOLS FOR TRAINING IN ORATORY.

Several schools of this kind are known to exist in the city of New York, but no information concerning them for 1880-'81 has been received.

#### TRAINING IN SEAMANSHIP.

The Nautical School of the Port of New York, on the school ship *St. Mary*, is for the training of pupils in the elements of an ordinary school course, with instruction in the science and art of navigation. The sea service and school training occupy each about half a year. The enrolment for 1881 was 107. The boys were examined in the spring in school studies under the superintendence department of the city schools; in October, in the presence of 15 shipmasters, they were successfully put through their drill in seamanship; 47 were graduated.—(State and city reports.)

#### EDUCATION OF THE DEAF AND DUMB.

In the 6 State institutions for this purpose there were 1,323 pupils in 1880-'81, a decrease of 12 from the previous year. Of these, 649 were State pupils and 455 county, while

128 were supported by the State of New Jersey and 91 by parents, guardians, or friends. Of the whole number the New York Institute for the Instruction of the Deaf and Dumb, New York City, had 519; the New York Institution for the Improved Instruction of Deaf-Mutes, 137; the St. Joseph Institute for the Improved Instruction of Deaf-Mutes, Fordham, 239; the Central New York Institution for Deaf-Mutes, Rome, 168; the Western New York Institution for Deaf-Mutes, Rochester, 132; Le Couteux St. Mary's Institute for the Improved Instruction of Deaf-Mutes, Buffalo, 128. Increased importance was attached to the industrial departments in most of these schools, as through them both males and females, when leaving school, may have some means of self support besides the mental training. From year to year, instruction in the arts of design was becoming more and more important, developing taste and skill which were highly gratifying. A number of recent graduates, both male and female, were devoting themselves to artistic work as a specialty with pecuniary success. Articulation and lip reading received more or less attention in all the schools, but more especially in the 2 institutions in New York City, where, under the most approved methods, the results were very encouraging. One graduate passed a successful examination for admission to the Columbia College School of Mines, and was successfully pursuing the course in civil engineering, depending entirely on lip reading. The institution at Rochester had introduced the Kindergarten teaching with increased usefulness, as by experience it was found to be of great value in the instruction of deaf-mute children. During the year printing was added to the trades taught, and a daily paper was issued, made up of items from the school exercises, with little incidents of school life and bits of news from the daily papers, using the simplest language possible, the difficulty in finding books simple enough for the young children having led to the idea of this paper. This institution had, for the three previous years, occupied rented property belonging to the city, but in 1881 the city had executed a lease giving to the institution the property, valued at \$81,000, for 25 years at \$1 per annum. During the year the New York Institution No. 2 removed from its old location on Broadway to its beautiful home on Lexington avenue. It is said that there is no finer structure for deaf-mutes in the world. The ground was given by the city on a 99 years' lease at \$1 per annum, the building costing \$140,000.—(State report.)

#### EDUCATION OF THE BLIND.

The *New York State Institution for the Blind*, Batavia, registered 170 pupils during 1880-'81, boys 86, girls 84, and was arranged in 3 departments, literary, musical, and industrial. In the literary, besides the ordinary English branches, instruction was given in rhetoric, zoölogy, physiology, natural and moral philosophy, with exercises in declamation and composition. The Kindergarten class was continued with increasing interest and success. In the musical department 120 were instructed in instrumental music, 10 of these upon the pipe organ. An orchestra of 8 instruments was taught through the year, while a class of 14 were instructed in harmony and musical composition, some of whom were subsequently employed in teaching. The tuning class of 18 had made good progress and were tuning their own instruments. In the industrial department broom making was the principal industry for the males, while the females were taught hand and machine sewing, knitting, and ornamental needlework.—(Report.)

The *New York Institution for the Blind*, New York City, had 236 inmates in 1880-'81. It arranged its system of instruction in 3 departments, literary, musical, and industrial: the literary embraces a course of studies of 7 grades, going as high as algebra, geometry, logic, mental, moral, and natural philosophy, science of government, rhetoric, and composition; in the musical department instruction is given in voice culture, chorus singing, piano and organ playing, theory and practice of teaching, staff and Wait systems of musical notation, and piano tuning. In the industries the males are taught cane seating, mattress making, and the manipulations of piano action and strings necessary in piano tuning.—(Report.)

#### EDUCATION OF THE FEEBLE-MINDED.

The New York Asylum for Idiots, Syracuse, established in 1851, has made no report of its work for 1880-'81 to this Bureau. In 1879-'80 it had an average of 289 under instruction in simple elementary studies and industrial occupations.

#### REFORMATORY INSTITUTIONS.

The State reformatories are the New York House of Refuge, Randall's Island, and the Western House of Refuge, Rochester, each with educational and industrial departments for both sexes, the State being districted between them. During the last year the former had an average attendance of 741 and had cared for 19,969 inmates since 1825. Statistics for 1881 are wanting for the latter school.

In addition to these there were kindred institutions under the care of benevolent organizations, viz: (1) The State Reformatory, Elmira, which had received 1,238 during five years up to September, 1881; (2) the New York Catholic Protectory, Westchester



County, which had 2,833 under its care in 1880-'81; of these, 795 left during the year physically and morally improved and more than 500 of them fitted to earn their own living; a large proportion of the boys were placed on farms in Nebraska. (3) The Catholic Protectors, Buffalo, mentioned in the report of board of charities as among the most important in the State, furnishes the Bureau no information since 1876. The following provide only for girls and, though reformatory in character, the inmates are not committed: the Association for Befriending Children and Young Girls, the New York Magdalen Benevolent Society, both in New York City, the latter caring for 166 in 1881, and the House of Shelter, Albany, with no statistics.

The great number of children brought under these reformatories and the large annual expenditures for their support place them among the most important public charities in the State.

## EDUCATIONAL CONVENTIONS.

### UNIVERSITY CONVOCATION.

The regents of the University of the State of New York have held, under this title, since 1863, an annual meeting with the instructors of the various colleges, normal schools, and academic institutions under their direction, uniting with these, since 1868, the trustees of such institutions. Its annual session at Albany July, 1881, is reported to have been unusually interesting. The most marked feature of the meeting was a paper on the relation of the General Government to the education of the people, the conclusion being that Congress should appropriate a fund in aid of education and determine all conditions of its apportionment; that after such apportionments have been made by Congress and accepted by the States they should be entirely controlled and administered by the States. The meagre report at hand from a State newspaper mentions only the reading of other papers on education, on chairs of pedagogy in colleges, and a few more the titles of which are not given. Dr. David Murray, who had been appointed secretary of the board at a meeting in January, was said to be showing a vigorous and progressive spirit, which, with a genial manner, gave promise that the convocations of the future would be more successful than those of the past. It was thought that the time of the convocation should be changed from July to January, in the hope of calling out a larger and more representative attendance. Hon. Henry R. Pierson was elected chancellor.—(School Bulletin.)

### STATE TEACHERS' ASSOCIATION.

The thirty-sixth anniversary of the New York State Teachers' Association was held at Saratoga July 5-7, 1881, and was called to order by the president, Prof. Jerome Allen. The meeting was characterized by certain indications of progress: the attendance of teachers and leading educators was large and the interest shown encouraging; the membership was greatly increased; the drift of sentiment in addresses and papers read was toward improvements in theories and practice; the subjects introduced and discussed were those most directly touching the issues of the day in educational matters. The president gave the keynote to the spirit of the session, saying: "All over the land new methods of education are being talked about. Our meetings should state the diagnosis of the diseases in our schools and point distinctly to the remedies. It is far more important to reduce our illiteracy than to lessen our public debt. The education needed as a remedy must be supplemented by religious or at least moral training. Our mistake has been that in running away from sectarianism we have run away from religion as well. If the State is bound to prevent children from growing up in ignorance, she is equally bound to prevent them from growing up in idleness or vice. Why should the State wait until an aimless life has blasted character and influence before it does what it ought earlier to have done?" After this address, which was listened to with great interest, came reports of committees on "The condition of education," "Improved methods of education," "The advancement of education," and "Nearsightedness in schools." Besides these there were elaborate papers on "Reading," on "Institutes and institute instruction," "Recent criticisms on our public schools," "Latin in high schools," "Genealogy of the modern lecture and its place in educational agencies," "Educational journalism," followed by remarks on "Industrial education in the public schools." The exercises were enlivened by recitations, music, and an excursion to Lake George, when, after the appointment of officers for the ensuing year, the association adjourned to meet at Yonkers in 1882.—(Annual report.)

### ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

At the last meeting of this association, at Utica, December, 1880, it was voted to hold its next session in January, 1882, in order that the persons elected school commissioners at the general election of 1881 might act officially in the proceedings, their terms beginning on the first day of January, 1882. Reports of this meeting are wanting.—(State report.)



## OBITUARY RECORD.

## SUPERINTENDENT SAMUEL S. RANDALL.

Born in 1809, at Norwich, N. Y., and dying in the city of New York, June 3, 1881, Mr. Randall filled much of his seventy-two years of life with useful labor for the educational interests of his native State and of its chief city. Having supplemented early school studies with a brief course at Hamilton College, he prepared for the bar in the office of Hon. Daniel S. Dickinson, and was admitted to practice in 1834. Gen. John A. Dix was at that time secretary of state and superintendent of public instruction, and for the management of the latter interest secured the aid of Mr. Randall before he had gone far into the practice of the law. The young assistant proved to be the man for the place and the occasion, doing his work so well that he was retained till the close of General Dix's long incumbency, and then was reëngaged for the same duties by Hon. John C. Spencer, who in 1839 succeeded General Dix. Two years later, 1841, his valuable services received honorable recognition in his appointment to the deputy superintendency, an office apparently created for him, and which he held till 1846, again from 1849 to 1852, and once more for a part of 1854. While acting thus as deputy, the full duties of the superintendency twice devolved upon him, and were performed so satisfactorily that when, in 1853, a movement was begun to separate the department of public education from the office of the secretary of state, it was generally supposed that Mr. Randall's faithful work and intimate acquaintance with the State school system (which he had done much to improve) would lead to his election to the superintendency. Political influences stood in his way, however, then; but two months later (in June, 1854) he was elected to the superintendency of schools in New York City. He accepted the position, and held it for 16 years, bringing up the city system, then in its infancy. Resigning on account of failing health, his deputy, Mr. Henry Kiddle, succeeded him, and he gave much of his remaining strength to the preparation of an excellent History of the Common School System of the State, published in 1871. For the preparation of this history he was fitted, not only by his personal acquaintance with the system and by careful study of the State records at Albany, but also by two preceding works, *A Digest of the Common School System*, published in 1844, and *The Common School System of the State of New York*, published in 1851, with a smaller one on *Mental and Moral Culture*, 1844. To all these are to be added a History of the State of New York, for the use of schools, published in 1870, and, *First Principles of Popular Education and Popular Instruction*, 1868, with 15 valuable reports on the school system of New York City. Full of years and worn with labors, he at last rested, honored with the title of "father of the school system of New York," which system he certainly did more than almost any other single man to put into efficient operation.

## ASSISTANT SUPERINTENDENT ALEXANDER J. SCHEM.

Professor Schem was born in Westphalia, Prussia, in 1826; entered, 1843, the University of Bonn; completed his university studies at Tübingen, and came in 1851 to America. Here he taught modern languages at Mount Holly, N. J., and in 1854 became professor of Hebrew and modern languages in Dickinson College, Carlisle, Pa., where he continued for some years. The intelligence displayed here in his contributions to the newspapers attracted the attention of the literary men engaged on Appleton's *Cyclopædia*, and he was invited to New York to aid them. Continuing in this work for eleven years, he established such a reputation for varied scholarship that when Johnson's *Cyclopædia* was planned he was employed on this also. In 1874 he became one of the assistant superintendents of the public schools of New York City, under Henry Kiddle, continuing such until his death. During this period he united with Mr. Kiddle in preparing a very useful *Cyclopædia of Education*, published by Steiger in 1877, and then, with others, was engaged on the *Theological Encyclopædia* of Drs. McClintock and Strong. These are but specimens of the literary labors that he undertook in connection with his school duties. The multitude of these labors, however, told upon his system, and led to his premature death, which occurred May 21, 1881.

## BISHOP ERASTUS O. HAVEN, D. D., LL. D.

This accomplished man, whose life was marked by a succession of honors, was born in Boston, Mass., November 1, 1820; he graduated at Wesleyan University, 1842; was principal of a private academy at Sudbury, Mass., during 1842-'43; then taught in *Amenia Seminary*, N. Y., till 1848; served the next five years as pastor of important Methodist churches in New York City and vicinity, and from 1853 to 1856 was professor, first of Latin, then of rhetoric and English literature, at the University of Michigan, Ann Arbor, during which time Union College, N. Y., conferred on him the degree of D. D. In 1856 he was induced to return to Boston as editor of *Zion's Herald*, the chief Methodist paper of New England. Here again his ability and scholarship were recognized by

the governor in an appointment to the Massachusetts board of education (of which he was chosen chairman) and by the people in two successive elections to the State senate; while from Ohio Wesleyan University came like recognition in an honorary degree of LL. D. After seven years' work in Boston he was recalled in 1863 to the University of Michigan to take the place of the retiring chancellor, Rev. Dr. Henry P. Tappan. His excellent administration here doubled in six years the funds and the attendance, with such improvement in literary quality and discipline as to place the institution in the front rank of the institutions of its class in the United States. This work accomplished, he felt at liberty to undertake a like one for an infant university of his own church, the Northwestern, at Evanston, Ill., not far from Chicago. He went there as president in 1869; "found it," says a later president, "a small college; made it a university in fact as well as name." Such successful college work led to the selection of him by his church as secretary of its board of education in 1872, and to his election as chancellor of one of its most important institutions, Syracuse University, Syracuse, N. Y. He accepted both positions, carrying into the latter the work of the former, without compensation, and, although burdened with this extra labor, he added largely to the attendance on the university, strengthened its courses, brought its medical school up to the standard of the highest in the country, and much improved its college of fine arts. In 1880 he was elevated by his church to its highest office of bishop, and was assigned the Pacific coast as his field of labor. Beginning that labor at San Francisco and along the coast from January, 1881, within six months he was prostrated with malarial fever in Oregon, and died August 3, 1881, leaving the reputation of a model educator and a most genial, lovable, and many-sided man.

GEORGE PAYNE QUACKENBOS, LL.D.

Born in New York City, September 4, 1826, and graduated at Columbia College in 1843, Dr. Quackenbos spent a year in teaching at the South, and then, returning to his native city, became principal of the Henry Street Grammar School, subsequently occupying for twenty years the same relation to a "collegiate school" at the corner of Fourteenth street and Sixth avenue. To this long experience in teaching we owe a series of text books for school use that have made his name familiar not only throughout the United States, but in England and its colonies, and even in Japan. First Lessons in English Composition came out in 1851; Advanced Course of Composition and Rhetoric and a School History of the United States, in 1854; a Natural Philosophy, in 1859; English Grammar, in 1862; a Primary Arithmetic and an Elementary Arithmetic, in 1863; a Practical Arithmetic and an Elementary History of the United States, in 1868, with a larger History of the United States, in 1876; besides all which he edited a revised edition of Spiers and Surenné's French and English Dictionary. These books secured so wide a welcome that teaching had at last to be relinquished and his whole time given to the revision and improvement of the volumes that were aiding others in their school work. In this congenial occupation some peaceful and useful years were passed; he died July 24, 1881, at New London, N. H.

DR. JAMES P. WHITE.

This esteemed physician and instructor, born in Livingston County, N. Y., March 14, 1811, died September 28, 1881. A practitioner of great intelligence and a student in European schools, as well as in America, he early rose to eminence in his profession, became one of the chief agents in the establishment of the Medical Department of the University of Buffalo, was a professor in it from the outset, had been its president for some time before his death, and was also first vice president of the American Medical Association.

CHIEF STATE SCHOOL OFFICER.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*

[First term, April, 1874-1877; second, April, 1877-1880; third term, April, 1880-1883.]

Mr. Addison A. Keyes has been assistant superintendent during most of Mr. Gilmour's incumbency.

## NORTH CAROLINA.

## SUMMARY OF SCHOOL STATISTICS.

	1879-'80.	1880-'81.	Increase.	Decrease.
SCHOOL POPULATION AND ATTEND- ANCE.				
White youth of school age (6-21) ----	291, 770	293, 780	2, 010	-----
Colored youth of school age (6-21) ----	167, 554	174, 292	6, 738	-----
Whole number of school age ----	459, 324	468, 072	8, 748	-----
White youth in public schools. ----	136, 481	140, 311	3, 830	-----
Colored youth in public schools ----	89, 125	100, 405	11, 280	-----
Whole number in public schools ----	225, 606	240, 716	15, 110	-----
Average attendance of white pupils --	<i>a</i> 90, 512	<i>b</i> 87, 436	-----	3, 076
Average attendance of colored pupils --	<i>c</i> 57, 290	<i>b</i> 55, 384	-----	1, 906
Whole average attendance reported --	147, 802	<i>d</i> 142, 820	-----	4, 982
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts reported --	6, 392	6, 240	-----	152
Number of public school-houses ----	3, 766	3, 711	-----	55
Number of free schools for whites ----	<i>e</i> 3, 523	<i>f</i> 3, 781	258	-----
Number of free schools for colored ----	<i>e</i> 1, 789	<i>f</i> 1, 901	112	-----
Whole number reported as free ----	<i>e</i> 5, 312	<i>f</i> 5, 682	370	-----
Average time of school in days ----	54	<i>g</i> 48	-----	6
Reported valuation of public school property.	\$179, 561	\$220, 442	\$40, 881	-----
TEACHERS AND THEIR PAY.				
White men teaching in free schools --	2, 006	2, 620	614	-----
White women teaching ----	721	986	265	-----
Colored men teaching ----	1, 034	1, 007	-----	27
Colored women teaching ----	369	389	20	-----
Whole number of free school teachers --	4, 130	5, 002	872	-----
Average monthly pay of whites --- }	\$21 91	{ \$22 25	-----	-----
Average monthly pay of colored --- }			19 82	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools ----	<i>h</i> \$523, 555	<i>h</i> \$698, 772	\$137, 197	-----
Whole expenditure for public schools --	352, 882	409, 659	56, 777	-----
STATE SCHOOL FUND.				
Amount of available State fund ----	\$200, 000	\$100, 000	-----	\$100, 000
Estimated whole amount (including portion not now available).	531, 555	431, 555	-----	100, 000

*a* In 74 counties.*b* In 87 counties.*c* In 72 counties.*d* In 87 out of 96 counties.*e* In 81 counties.*f* In 85 counties.*g* Only 6 months of 1881 reported.*h* Includes \$132, 266 on hand at beginning of the year.*i* Includes \$170, 286 on hand at beginning of the year.

(From reports of Hon. John C. Scarborough, State superintendent of public instruction, for the two years indicated.)



## STATE SCHOOL SYSTEM.

## OFFICERS.

A State board of education and a State superintendent of public instruction (who is ex officio a member of the board) have general charge of educational interests. County school affairs are supervised by county boards of education composed of the commissioners of each county assisted by county superintendents. These last were provided for in 1881, the office of county examiner being at the same time abolished. County superintendents are elected biennially by county boards of education and of magistrates in joint session. For each district, a school committee of three persons is elected by the county board of education.

## OTHER FEATURES OF THE SYSTEM.

Under the constitution the public schools have long been supported by the income of a State school fund, by county school funds, and by State and county capitation taxes, the sum of the last two not to exceed \$2 a head. Under the school law of 1881 there are also given to the schools a general tax of  $12\frac{1}{2}$  cents on the \$100 of property and credits in the State and a poll tax of  $37\frac{1}{2}$  cents. If these funds should not be sufficient to maintain schools four months in each school year, under the new school law a special tax for the amount necessary must be levied by the county commissioners. School funds are apportioned by the State board to counties, and by county boards to the several districts,<sup>1</sup> according to the number of children therein between 6 and 21, the county boards specifying how much is for white and how much for colored schools. The district school committees are required each year to take a census of youth of school age, designating race and sex, and forward their enumerations to the county superintendent. The funds and schools for white and colored children must be kept separate. Schools aided by public funds are free to all residents of the district 6 to 21. Teachers are examined by county superintendents, from whom they receive certificates valid for 1 year in the county where issued and graded according to qualification. Institutes may be organized by county boards of education, who are authorized to appropriate annually \$100 of county school funds for the purpose; and when such institutes are held teachers are required to attend. Teachers must make report at the close of every term to the county superintendent and the district school committee; county superintendents, annually to the State superintendent, and he to the governor.—(School laws, 1881.)

## GENERAL CONDITION.

With an increase of 8,748 youth of school age, the enrolment reported was 15,110 higher. To sustain the public schools there seem to have been raised \$137,197 more than in 1879-'80, and there was a reported addition of \$40,881 to the value of State school property. Information from other than official sources indicates that several religious associations in other States did much to improve the teaching force in North Carolina by providing normal schools, more or less permanent in character, which seem to have been well attended; in two or three instances enterprising towns secured teachers, set up graded schools, and carried them on with enthusiasm. The figures, however, do not on the whole indicate progress; for, while the want of uniformity in the returns for the two years unavoidably vitiates to some extent comparisons which might otherwise be safely instituted, it is clear that there was a large falling off in the average attendance, especially of white pupils, and there is an evident incongruity in the increase of 872 teachers reported and the decrease of 55 in the number of school-houses occupied.

The State superintendent recommends that the school system as organized under the law of 1881 be continued for the present, and hopes much from the county superintendency and the arrangements for improving teachers that have been recently introduced.

## KINDERGÄRTEN.

Several Kindergärten reported statistics for 1879-'80, but only one sent a report of statistics for 1880-'81. The school connected with Charlotte Female Institute, Charlotte, had 9 pupils under Kindergarten training. A Kindergarten department was a feature of the Franklin Normal School in 1881, while the absence of such a department from the university normal course was a marked change from former sessions.

## CITY SCHOOL SYSTEMS.

## LEGAL PROVISIONS.

In townships of 5,000 inhabitants and upward (with two or three exceptions), a tax for the support of graded schools was authorized in 1877; but it could not exceed one-tenth of 1 per cent. on property and 30 cents on the poll.

<sup>1</sup> According to the new law, all the school funds thus assigned to a district may be used to build school-houses, if the school committee so determine. Under this law 38 new ones are said to have been built in one county.



## STATISTICS OF RALEIGH.

Only two cities in this State, Raleigh and Wilmington, had in 1880-'81 over 7,500 inhabitants, the minimum limit of those cities from which statistics are given in Table II of the appendix.

*Raleigh*, with a population of 9,265 and 4,388 youth of school age (1,960 whites and 2,428 colored), reports an enrolment in public schools of 1,778 (650 whites and 1,128 colored). About 200 white and 50 colored children were enrolled in private and parochial schools. Public schools were taught 196 days by 23 teachers, of whom 6 were men. The property used for school purposes was valued at \$5,000.—(Return.)

*Wilmington* had 17,350 inhabitants according to the census of 1880, but no report of its public schools has been received since 1879.

## TRAINING OF TEACHERS.

## STATE NORMAL SCHOOLS.

Ten schools called State normal schools appear in the State report as held in some part of 1881 with a total attendance of 1,363 pupils, of whom 1,138 were engaged in professional studies and 225 were in preparatory or practice schools. Five of these schools were summer normals, holding sessions of 4 or 6 weeks during the vacations of the public schools. One-half of the schools were for colored pupils.

The *North Carolina University Normal School*, Chapel Hill, established by the State in 1877, held, as usual, a six weeks' session in the university buildings during vacation, 338 pupils being enrolled under 18 instructors and 11 lecturers. Instruction in elocution was a novel feature of the work. Tuition was free. The State appropriation for the year was \$2,000.

The *State Colored Normal School*, Fayetteville, also organized in 1877, enrolled 63 preparatory and 46 normal pupils under 3 instructors, and now presents a 3 years' course of study, one year having been added during 1880-'81 in consequence of a demand for colored teachers of a higher grade. Certificates of competency to teach, however, are still given to students who complete the junior year. Tuition is free. The State appropriates \$2,000 a year to the school. Up to 1881 \$500 had been received from the Peabody fund, but in that year this was reduced to \$205, owing to the establishment of various other normals which needed assistance.

*Franklin Normal School*, Franklin, established by the State board in 1881, is a summer normal of 4 weeks, giving free tuition and receiving aid from the State, the county, and the Peabody fund. There were 127 normal students enrolled under 4 teachers and 3 lecturers, besides 52 in a model school.

*Elizabeth City State Normal*, Elizabeth City, a 6 weeks' school, established in 1881, reports \$500 received from the State, tuition free, and 64 students attending.

*Newton State Normal School*, Newton, established by the State in 1881, is a summer vacation school of 5 weeks, held in the buildings of the Catawba High School. It received from the State an appropriation of \$500, and had, according to the State report, 127 normal students, besides 80 children in a Kindergarten, both under 9 resident instructors and 8 others.

*Wilson State Normal School*, Wilson, a summer normal of 5 weeks, organized in 1881, received \$500 from the State, \$100 from the county, and \$200 from the Peabody fund; it enrolled 154 pupils, under 10 instructors and 9 lecturers.

*New Berne State Normal School* (for colored students), established in 1881, in a course extending over 3 years of 21 weeks each, aims to give a first class training to those expecting to teach. There were 63 students enrolled during the year under 3 instructors and 2 lecturers. Tuition was free.—(Return.)

Besides this at New Berne, 3 other normal schools for the colored race were established in 1881: one at Franklinton, with 4 teachers and 65 pupils; another at Plymouth, with 3 teachers and 91 pupils; and a third at Salisbury, with 2 teachers and 63 pupils.

## OTHER NORMAL TRAINING.

*Graham Normal College*, Graham (organized as such in 1881), has preparatory and normal departments of study, the latter with junior and senior classes. Instructors, 4; students not given.

*Whitin Normal School*, Lumberton, organized in 1876, aims to prepare pupils for governing and teaching the public schools for colored pupils in a course of study extending through 4 years of 6 months each, the sessions being held in the summer to allow pupils to teach at other seasons. There were 30 normal and 53 other pupils during 1880-'81, under a principal and 4 pupil teachers.

*Wilmington Normal School*, Wilmington, organized in 1865 by the American Missionary Association, had 236 pupils enrolled during the year under 6 instructors.

*Tilston Normal School*, Wilmington, opened in 1872 and sustained by the American

Unitarian Association and Soldiers' Memorial Society, graduated 7 pupils during 1880-'81. Further statistics are not given.—(The Lighthouse.)

The *State University*, Chapel Hill, instituted in 1881 a teachers' course of 2 years, embracing all the studies required by law to be taught in the public schools, with some higher ones and theory of teaching.

The *Normal Department of Shaw University*, Raleigh, organized in 1866, reports a 3 years' course of study, with 211 students during the year, under 9 instructors.

#### TEACHERS' INSTITUTES.

Under the new school law, above referred to, the board of education in any county may appropriate any sum not over \$100 out of the school funds for one or more teachers' institutes in their county, or the county commissioners of two or more adjoining counties may appropriate a like amount for a joint institute. In case such institute is provided for and announced the public school teachers of the county or counties thus acting are required to attend the institute, though there appears to be no penalty for non-compliance with this rule. Thirty-three such institutes for white and 11 for colored teachers are reported by the State superintendent to have been held in 22 counties, with an attendance of 703 whites and 169 colored. Two counties had each 2 institutes for whites; one had 3; another 4, and one (Henderson) had 5 within the year.

#### EDUCATIONAL JOURNALS.

The North Carolina Educational Journal, the official organ of the State Teachers' Association, a monthly published at Chapel Hill, Rev. J. F. Heitman, editor, issued its first number January 15, 1881. It is intended to be a medium of communication and a vehicle of information for the teachers of the State and for others engaged in the work of education.

The Lighthouse and Tileston Recorder, a monthly published at Wilmington by the Tileston Normal School, although principally devoted to the interests of the Tileston Normal School in that place, contains some general educational information and much to aid teachers in improving their methods of discipline and instruction.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

No information has reached this Office as to the number of high schools in the State or of pupils attending on them. The North Carolina Educational Journal mentions the graded schools of Salisbury, Fayetteville, Raleigh, Wilson, and Goldsboro', and notices the sessions of Clinton, Cary, Webster, Franklin, and Waynesville high schools, but does not indicate whether these last are under public or private control and does not give statistics of attendance.

##### OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools, such as business colleges, academies, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix, and for a summary of them, see corresponding tables in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION.

##### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of North Carolina, Chapel Hill, for young men only, offers classical, scientific, and philosophical undergraduate courses and graduate instruction leading to the degrees of PH. D., M. A., and M. S.; also, courses in music, law, and medicine. The president's report for 1880-'81 shows that the university was in excellent condition. The number of students attending and the receipts for tuition had increased, additional work had been done in the higher departments of chemistry, and students in natural history were required to do laboratory work. New apparatus had been bought for the departments of physics, chemistry, and natural history, and an annual appropriation was made by the trustees for the increase of the university library. General good order prevailed among students; very little hazing was done, and its complete disappearance was confidently expected.—(North Carolina Educational Journal.)

Of 8 other universities and colleges, all but 3 are exclusively for men; Rutherford College, Rutherford; Weaverville College, Weaverville (both non-sectarian), and Shaw University, Raleigh (Baptist), admit both sexes. Three of the 9 (the State University, Rutherford College, Rutherford, and Weaverville College, Weaverville) are non-sectarian in influence, 2 (Biddle University, Charlotte, and Davidson College, Davidson) are under the care of Presbyterians, and 2 others (Shaw University, Raleigh, and Wake Forest College, Wake Forest) under that of the Baptist Church, while the Evangel-

ical Lutherans control North Carolina College, Mt. Pleasant, and the Methodist Episcopal Church South controls Trinity College, Trinity. All, at date of last report, provided preparatory departments; all presented the ordinary classical collegiate course of 4 years or its equivalent, although in 3 the arrangement was that of independent schools. All but two added scientific courses, generally of 4 years; 3 had commercial or business courses, 3 musical, and 2 normal. Six gave instruction in French, 6 in German, 2 in Hebrew, 4 in theology, 3 in law, and 2 in medicine.—(Catalogues and returns.)

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Of 8 or more colleges and seminaries for young women, half of them at least being authorized by law to confer collegiate degrees, 4 report statistics for 1880-'81. These had a total of 382 pupils enrolled, of whom 256 were in collegiate classes. Music, French, German, drawing, and painting form a part of the course of study in nearly all these schools. For statistics of those reporting, see Table VIII of the appendix, and for a summary of their statistics, see the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

In the scientific course of the State University are grouped studies that relate especially to the practical pursuits of life, including agriculture, surveying, and engineering. The full course covers four years and leads to the degree of B. S. There is also a philosophical course of 4 years for those who wish to study only one ancient language, which may be either Latin or Greek. This leads to the degree of PH. B. Shorter optional courses are arranged when necessary in general science and in agriculture. Pupils who have not the literary training requisite for admission to the regular college classes may enter on studies connected with agriculture and the mechanic arts if they possess suitable qualifications for these studies. The agricultural experiment station has been removed from the seat of the university to Raleigh, where a suitable building has been provided for its use by the board of agriculture.

Biddle and Shaw Universities and Davidson College have courses in general science covering 4 years, Trinity College has one of 3 years, and Weaverville College one whose length is not reported. Rutherford and Wake Forest Colleges, in which the arrangement is that of independent schools, included schools of natural science.

#### PROFESSIONAL.

*Theological* instruction is given in the theological course of Trinity College (Methodist Episcopal South), either in collegiate classes or apart from them, the course requiring, in the latter case, from 2 to 3 years for completion; in the School of the Bible, at Wake Forest College (Baptist), which does not report the length of its course, but had 14 students enrolled during 1880-'81; in Biddle University (Presbyterian) for colored students, where there was a 3 years' course in theology with 10 pupils engaged in it; and in Shaw University (Baptist), also for colored students, which reported 40 students in a 2 years' course. For further statistics, see Table XI of the appendix, and for a summary of them, the report of the Commissioner preceding.—(Catalogues.)

*Legal* instruction was given at date of last reports in the law department of the University of North Carolina in a 2 years' course of 9 months each year, and in that of Trinity College in a 3 years' course of 40 weeks each.—(Catalogues.)

*Medical* instruction was given in a department of the University of North Carolina, which presents a medical course extending over 2 years of 9 months each, and in Shaw University, where a department has been opened for the education of colored physicians. Two large buildings have been erected for the latter school, one on a site donated by the State, and the first term was to begin November 1, 1881.—(Catalogue.)

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The North Carolina Institution for the Education of the Deaf and Dumb and the Blind, Raleigh, organized 1849, is strictly an educational institution, supported by the State, for the moral, intellectual, and physical training of the young deaf-mutes and blind of both sexes. There are separate departments for the white and colored, the buildings being situated a mile apart, but both under the same principal and enjoying equal privileges. The course of study embraces all the common English branches, with vocal and instrumental music for the blind. Each pupil is required to work two hours and a half every day, the employments for the males being mattress, broom, and basket making, and chair seating for the blind, and shoe making for the deaf and dumb. The girls in both departments sew, knit, and do the mending for all. The blind girls are also



taught bead work. Everything is provided free of charge, except clothing and travelling expenses. There were 109 pupils under instruction during 1881 and 99 present in December of that year.— (Report, 1877-'78, and Annals of the Deaf and Dumb.)

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

A North Carolina Teachers' Association was organized in 1878 to promote the cause of education in the State and especially to coöperate with the State board in perfecting the common school system. The constitution provides for one regular annual meeting and such other special meetings as shall be determined on. The annual meeting for 1881 was held at the State University, Chapel Hill. Fifty new members were admitted, officers appointed for the ensuing year, resolutions passed indorsing the North Carolina Educational Journal as the organ of the association, and, after some other business was disposed of, an address on the dignity and importance of the teacher's profession was delivered by County Superintendent Edmund Alexander. A discussion on the question "How can quackery be banished from the teaching profession?" was engaged in by several members. The executive committee was then charged with the duty of making arrangements for future discussions, when the association adjourned to meet at the call of the president.— (North Carolina Educational Journal.)

### ASSOCIATION OF COUNTY SUPERINTENDENTS.

A State Association of County Superintendents was organized in September, 1881, agreeably to resolutions adopted at a meeting of county superintendents held in June at the University Normal School. These resolutions recognized the fact that the new school law creating the office of county superintendent was intended to improve the system of public schools in the State, that the people were justly impatient with its slow progress, and that improvement could only be brought about by ridding the State of incompetent teachers. It was resolved that in the appointment of teachers all outside influences should be firmly resisted, rigid examinations strictly adhered to, and merit made the only test.

About 25 superintendents assembled in Raleigh, September 7, in response to the call. State Superintendent Scarborough called the convention to order; officers were elected, and the association appointed to meet annually on the first Wednesday of July. Addresses were delivered by the State superintendent and others, means of enlightening the public mind on the subject of education were discussed, and after the adoption of resolutions the association adjourned.— (North Carolina Educational Journal.)

### WESTERN TEACHERS' ASSOCIATION.

A Western North Carolina Teachers' Association was formed in 1881 during the session of the Newton Normal School. Its purpose is to coöperate with the State association in efforts to advance the interests of education. The constitution and regulations of the two associations are the same.

### COUNTY TEACHERS' ASSOCIATIONS.

In many counties of the State monthly teachers' associations have been organized, with the object of increasing popular interest in the schools as well as aiding in the improvement of teachers. Of the Davie County Association, organized in July, 1881, at Mocksville, additional meetings are reported for August, September, and October. The one in August was addressed by the State superintendent on the subject of general education. At the October meeting addresses were delivered by several members, the topics being "Sustaining the public schools," "The duty of the State to educate her people," "The best incentives to study," "The influence of education on the individual and national character," and "The necessity of religious or moral instruction." At a meeting of the Rowan Association, held in October, among other subjects discussed was that of "Corporal punishment in the schools." The conclusion reached was that this means of discipline should not at present be entirely abolished, but that it should be used by teachers with great caution. At the November meeting of Iredell County Teachers' Association State Superintendent Scarborough gave an earnest lecture on the subject of education, which was well calculated to awaken the interest of his hearers.

### CHIEF STATE SCHOOL OFFICER.

Hon. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*

[Third term, January 1, 1881, to January 1, 1885.]



## OHIO.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Whites of school age (6-21)-----	1, 022, 571	1, 039, 041	16, 470	-----
Colored of school age (6-21)-----	23, 654	24, 296	642	-----
Whole number of school age-----	1, 046, 225	1, 063, 337	17, 112	-----
Whites in public schools-----	737, 627	734, 462	-----	3, 165
Colored in public schools-----	9, 511	10, 296	785	-----
Whole number enrolled-----	747, 138	744, 758	-----	2, 380
Average monthly enrolment-----	585, 335	577, 751	-----	7, 584
Average daily attendance-----	476, 279	468, 141	-----	8, 138
Pupils in private schools-----	28, 650	30, 362	1, 712	-----
DISTRICTS AND SCHOOLS.				
Township districts-----	1, 346	1, 344	-----	2
Subdistricts in these-----	10, 872	10, 923	51	-----
City, village, and special districts-----	684	693	9	-----
District divisions in these-----	753	791	38	-----
School-houses in township districts-----	10, 888	10, 945	57	-----
School-houses in city, village, and special districts-----	1, 255	1, 290	35	-----
Public school-houses-----	12, 143	12, 235	92	-----
Public school rooms-----	16, 247	16, 381	134	-----
Rooms for elementary schools-----	15, 680	15, 806	126	-----
Rooms for high schools-----	567	575	8	-----
School-houses built-----	442	432	-----	10
Cost of school-houses built-----	\$711, 835	\$649, 499	-----	\$62, 336
Value of public school-houses and grounds-----	21, 851, 718	22, 103, 982	\$252, 264	-----
Average time of schools in days-----	150	155	5	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools-----	11, 326	11, 453	127	-----
Women teaching in public schools-----	12, 358	12, 517	159	-----
Whole number of teachers employed-----	23, 684	23, 970	286	-----
Teachers permanently employed-----	9, 388	9, 617	229	-----
Teachers in primary and grammar schools-----	22, 986	23, 196	210	-----
Teachers in high schools-----	698	774	76	-----
Teachers in colored schools-----	225	254	29	-----
Teachers in private schools-----	247	207	-----	40
Average monthly pay of men-----	\$56 00	\$37 00	-----	\$19 00
Average monthly pay of women-----	39 00	28 00	-----	11 00
INCOME AND EXPENDITURE.				
Receipts for public schools-----	\$7, 526, 224	\$8, 129, 326	\$603, 102	-----
Expenditure for public schools-----	7, 704, 449	8, 133, 622	429, 173	-----

(From reports and returns of Hon. Daniel F. De Wolf, State commissioner of common schools, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

No important change having been made in the school law, there is still, for supervisory work, a State commissioner of common schools, elected by the people for 3 years, under whom are boards of education elected by the people in cities, villages, special districts, and township districts and subdistricts.

For testing the qualifications of teachers, there are boards of examiners of 3 members: the State board is appointed by the State commissioner; county boards, by the probate judge of the county; boards in cities and villages of not less than 2,500 inhabitants, by their boards of education; all the members of these boards serve 3 years. Cities with 10,000 or more inhabitants may have 3, 6, or 9 examiners. City boards have almost always superintendents for their schools.

## OTHER FEATURES OF THE SYSTEM.

The law provides for the establishment by each board of education of a sufficient number of schools for the free education of all youth of school age within the districts under its control. Each township board must establish at least one primary school in each subdistrict. Any board may establish schools of higher grade also where necessary; in cities evening schools may be opened for such as are employed during the day. Separate schools for colored children may be organized and schools may be established at children's homes, orphan asylums, and county infirmaries. The schools must be taught not less than 24 nor more than 44 weeks. Attendance for at least 12 weeks is required of all sound children from 8 to 14 not receiving instruction elsewhere. The public schools are sustained from the interest of a common school fund and from the proceeds of a State tax of 1 mill on \$1 of all taxable property, when no other rate is fixed, which must be used for the payment of teachers only. All contingent expenses are to be met and money for the purchase of sites and erection of buildings must be raised by a district tax not to exceed 7 mills on \$1, except in Cincinnati, where the limit is 5 mills, and in Cleveland, where it is  $4\frac{1}{2}$  mills. The State common school money is apportioned to the counties and by them to the districts and parts of districts in proportion to the enumerated youth of school age, any district failing to return the required enumeration not being entitled to receive any portion of the fund. No person may be employed as a teacher in the common schools without a certificate of moral character and qualification from a board having competent jurisdiction; those employed, except in certain specialties, must present such certificate and the required reports in order to receive pay. Text books (which must be used 3 years without change) and courses of study are determined by local boards, and all studies must be taught in English unless the teaching of German is demanded by 75 freeholders who represent 40 pupils in such school. The law provides for school libraries in districts through an appropriation from the contingent fund; in cities, through a tax of one-tenth of a mill on the dollar of taxable property.

## GENERAL CONDITION.

The statistical summary for 1880-'81 shows some slight advances, but is discouraging on the whole. With \$603,102 more in receipts for schools than in the previous year and with \$429,173 more disbursed for them, we find 10 fewer school-houses erected, and the cost of those constructed \$62,336 less. With an increase reported in the pay of teachers of both sexes in the country districts, the State school commissioner nevertheless estimates a falling off of \$19 in the average pay of men for the whole State and of \$11 in that of women. It appears that, although there were 17,112 more children of school age, there was a decline of 2,380 in enrolment, of 7,584 in the average number on the monthly register, and of 8,138 in average daily attendance. This compared with an increase of 12,487 in the enrolment during the preceding year, of 13,455 in average monthly enrolment, and of 16,289 in average daily attendance is almost inexplicable in connection with the excellent work of the able State commissioner and the closer supervision introduced into the greater part of the cities of the State. The commissioner, however, remarks that "the present system in the rural districts of Ohio seems to tend to evils which only very positive and persistent effort will even measurably remedy," and he classifies these evils under various heads: (1) the schools are too small for effective work and unnecessarily expensive by reason of want of size; (2) the schools being isolated, old methods of discipline and teaching are preserved after their vitality has ceased and new and better methods have been introduced elsewhere; (3) the undertaking to supply the wants of a neighborhood in a single school, together with the absence of records of scholarship, involves useless repetition of the same work; the other evils the commissioner dwells upon chiefly grow out of the conflicting provisions of the school law.

## KINDERGÄRTEN.

For statistics and other information as to the 7 or 8 schools of this class reporting from Ohio for 1880-'81, with note of others that have not reported for that year, see Table V of the appendix to this volume.

## CITY SCHOOL SYSTEMS.

## OFFICERS.

There are in all cities in this State boards of education, consisting of 1 or 2 members for each ward, elected biennially or annually, in those with over 10,000 inhabitants, except Cincinnati and Cleveland;<sup>1</sup> in cities with less than 10,000 and over 2,500 inhabitants the boards consist of 3 or 6 members for the whole city, elected triennially, with annual change of one-third, unless the board, by a majority of its members, provides for the election of as many members as the city has wards. The boards of education must appoint in each city boards of examiners and may appoint city superintendents of schools.

STATISTICS.*a*

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Akron .....	16,512	4,719	3,195	2,485	56	\$86,228
Bellaire.....	8,025	3,114	1,565	967	23	17,668
Canton.....	12,258	4,367	2,838	1,977	53	45,817
Chillicothe.....	10,938	3,387	1,893	1,478	44	34,577
Cincinnati.....	255,139	87,997	35,592	27,279	661	687,152
Cleveland.....	160,146	52,412	24,836	17,017	439	420,219
Columbus.....	51,647	15,899	8,014	6,103	153	183,777
Dayton.....	38,678	11,225	6,502	4,670	130	142,814
Fremont.....	8,446	2,351	1,040	718	17	14,950
Hamilton.....	12,122	4,895	2,008	1,477	36	38,543
Ironton.....	8,857	2,990	1,805	1,232	30	16,886
Lima.....	7,569	2,560	1,504	1,076	26	15,658
Mansfield.....	9,859	3,021	2,004	1,530	38	25,823
Newark.....	9,600	3,880	1,853	1,305	40	22,865
Portsmouth.....	11,321	3,567	2,215	1,905	43	34,162
Sandusky.....	15,838	6,290	2,519	1,869	49	48,660
Springfield.....	20,730	6,352	3,134	2,348	61	68,739
Steubenville.....	12,093	5,973	2,350	1,784	41	27,430
Tiffin.....	7,379	3,379	1,281	964	30	20,097
Toledo.....	50,137	17,579	7,677	5,001	130	152,344
Youngstown.....	15,435	5,820	2,568	1,821	42	33,464
Zanesville.....	18,113	5,930	3,061	2,203	71	52,841

*a* The statistics for Bellaire, Ironton, Lima, Mansfield, Portsmouth, and Youngstown are from the State report for 1881; the others, from city returns.

## ADDITIONAL PARTICULARS.

*Akron* classed its schools as primary, grammar, and high; it reported 8 school buildings, containing 56 rooms, with 2,987 sittings for study, and valued its school property at \$208,200. There were 180 enrolled in the high school, with an average attendance of 131. The schools were taught 194 of the 200 school days by 56 teachers, with special teachers for music, drawing, and penmanship. An estimated enrolment of 750 was given for private and parochial schools.—(State report and city return, 1881.)

*Bellaire* reported 5 school-houses, valued, with sites, &c., at \$50,000; a school session of 185 days; and an enrolment of 57, with an average attendance of 35, in the high school. German was studied by 40 pupils.—(State report, 1881.)

*Canton* accommodated its primary, grammar, high, and evening schools in 7 buildings containing 50 rooms, with 2,604 sittings for study, and reported a session of 189 days; special teachers for music and penmanship; an enrolment of 86, with an average attendance of 66 and 14 graduates, in the high school; 208 pupils studying German, 2,679 music, and 800 drawing. An estimated enrolment of 600 in private schools was reported.—(State report and city return, 1881.)

*Chillicothe* reported 5 buildings, with 48 rooms and 1,825 sittings for study, valued, with sites, &c., at \$170,400. There were 417 studying German, in which language instruction is given by special teachers in all grades above the second primary. There was an enrolment of 93, with 9 graduates, reported for the high school, and 350 in private schools.—(City report and return, 1881.)

<sup>1</sup> Cincinnati has a board composed of 12 members at large and of 25 others, each of the latter representing a ward; it has also 36 local trustees of districts. Cleveland has a board of 18 members, 1 for each ward.



*Cincinnati*, in 1881, had 28 district, 4 intermediate, 2 high, and 9 evening schools for white pupils; 6 district, 2 intermediate, 1 high, and 2 evening schools for colored; and a city normal school—all accommodated in 53 buildings, containing 647 rooms, with 36,881 sittings for study, valued, with sites, &c., at \$2,000,000. There were 41 graduates in the Hughes High School, 54 in the Woodward, 11 in the Gaines (colored), and 37 in the evening high school; also 37 in the English and 16 in the German department of the normal school. Special teachers are employed for music, drawing, and penmanship. German is taught in 28 district, 12 intermediate, and the high and normal schools, about one-half the pupils enrolled receiving instruction in that language. The teachers' normal institute, with English and German departments, held its sixteenth annual session September, 1881. The principals' and first German assistants' associations held monthly meetings during the year, in which questions as to courses of study and methods of instruction were considered. The custom of celebrating authors' days by reading essays on their lives and works and by the recitation of selections from their writings has continued and grown. On the 26th of April, 1881 (the birthday of Uhland and Alice Carey), 26,000 pupils of all grades took part in the exercises, and on December 3 a suitable celebration in honor of Oliver Wendell Holmes was held. In order to give special instruction in the early history of the State and county, the anniversary of the settlement of Ohio, April 7, was observed as "pioneer day" by the high and normal schools with appropriate essays, declamations, and readings. The city school for deaf-mutes enrolled 40 pupils and had an average attendance of 34. The University of Cincinnati offers free instruction to bona fide residents of the city of either sex, and reports five courses of study, leading to degrees, and a normal course. A department of metallurgy and assaying was added during the year. There was an attendance of 453 in 1881, of which number 334 were in the school of design. Private schools had 25 buildings, containing 285 rooms, with 17,000 sittings for study, and an enrolment of 16,435, with an average attendance of 14,953, and 355 teachers.—(City report and return, 1881.)

*Cleveland* expended \$76,126 for the erection and furnishing of school buildings within the year, and reported 42 school-houses, containing 461 rooms, with 22,498 sittings for study. The schools were classed as primary, grammar, and high, with a 4 years' course in each, the high school offering Latin-English, classical, German-English, and English courses. The last had been made more thorough in English language and literature and in mathematics. There was also, beyond the high school, a city normal, with 4 instructors, 51 students, and 29 graduates in 1881, 25 of which number engaged in teaching; while besides the ordinary schools was an unclassified school, to which refractory pupils might be sent from the graded schools. Special teachers of music, drawing, elocution, book-keeping, penmanship, and German were employed; all pupils received instruction in music and drawing, while 8,240 were studying German. Schools were taught 195 days. An estimated enrolment of 9,865 was given for private schools.—(State and city reports and city return.)

*Columbus* had 26 school buildings, with 169 school and 15 recitation rooms, and 7,570 sittings for study, all valued at \$718,384. It reported 1 high, 52 grammar, and 82 primary schools taught 195 days by 155 regular and 2 special teachers. The per cent. of attendance on average enrolment was 97 in the high and 95 in primary schools. The classical course in the high school is specially commended, and is said to secure more rapid advancement than the college class of Cincinnati schools. A class of 76 graduated in 1881. German was taught in some of the schools to 2,185 pupils; the number of children from American families attending German-English schools is annually increasing. A Saturday normal school, for teachers desirous of further preparation for their work and members of the senior and junior classes of the high school intending to become teachers, reported an enrolment of 109; while 2,107 are said to have been in private schools.—(City report and return.)

*Dayton* rated its school property at \$360,000, which included 14 buildings with sites, &c., containing 146 rooms, with 6,340 sittings for study. It classed its schools as district (with primary and grammar grades), intermediate, and high, and reported a 7 years' course in the district schools, 1 in the intermediate, and 4 in the high school. Four night schools were maintained: one for instruction in free hand drawing, with 290 students of both sexes; one for industrial drawing, with 113 male students; and 2 for common branches, with 131 male students. The attendance in the drawing schools showed a marked increase over that of 1880 and continued good to the close of the term. A special class in free hand drawing for mechanics, lasting six weeks of the session, enrolled over 100 students. A number of young men who have been members of the industrial drawing class have obtained excellent positions on account of the skill acquired in drawing. A city normal school, with a course of one year, had 21 students, all girls, with 11 graduates, 7 of whom engaged in teaching. Estimated enrolment in private and church schools, 1,802.—(City report and return, 1881.)

*Fremont* reported 7 school-houses, with 14 school and 7 recitation rooms, containing

1,100 sittings for study, valued, with sites, &c., at \$54,000. The schools were taught 185 days by 19 teachers, with an average daily attendance of 38 to each teacher. Special instruction was given in music and German to 1,027 pupils in the former and 150 in the latter study. It was estimated that 450 were enrolled in private schools.—(State report and city return, 1881.)

*Hamilton* expended \$38,543 for the support and improvement of its schools and valued its school property (which included 5 buildings, with 35 rooms and 2,100 sittings) at \$125,000. The schools were classed as primary, grammar, and high, were taught 195 days, and had 36 teachers, with a special teacher of music. There were 769 studying German. There was an estimated enrolment in private schools of 1,000 pupils, with an average attendance of 800, under 8 teachers; these schools had 1,200 sittings.—(State report and city return, 1881.)

*Ironton* reported to the State commissioner an expenditure of \$16,887 for the support of its schools; 9 school buildings, containing 30 school rooms, exclusive of those used for recitation, valued, with grounds, &c., at \$45,000; 7 men and 23 women teaching; a session of 190 days; an enrolment of 1,746 in graded schools, with 67 per cent. in daily attendance; 59 in the high school, with 91 per cent. in attendance and 13 graduates; and 63 studying German.—(State report, 1881.)

*Lima* rated its school property (which included 2 school-houses, with 23 rooms, exclusive of those used for recitation only) at \$75,000, and expended \$15,658 for school purposes during the year. The schools were taught 190 days by 2 men and 24 women, with an enrolment of 1,389 in lower grades, of whom 71 per cent. were in daily attendance, and 115 in high schools, with 78 per cent. in attendance. There were 31 studying German, 88 Latin, 950 music, and 1,389 drawing.—(State report, 1881.)

*Mansfield* had a school session of 180 days, an enrolment of 1,892 in primary grades, with a daily attendance of 76 per cent., and 112 in the high school, with 81 per cent. in attendance. It employed 2 men and 36 women as teachers. There were 2,004 studying music and 1,892 drawing. School property, including 6 school buildings, with 33 school rooms, was rated at \$150,000.—(State report, 1881.)

*Newark* classed its schools as primary, grammar, and high, with one colored and an orphan home school, and had an enrolment of 1,217 in primary, 456 in grammar, 106 in high, 44 in a colored school, and 30 in an orphans' home school. The schools were taught 183 days by 40 teachers, and occupied 6 buildings, containing 37 school and 6 recitation rooms, with 1,950 sittings, valued, with grounds, &c., at \$95,350. Special instruction was given in drawing and writing. There were 4 private schools, with 300 pupils.—(Return, 1881.)

*Portsmouth* reported 6 school buildings, with 43 rooms and 2,200 sittings, valued, with sites, furniture, and apparatus, at \$182,000. The schools were taught 190 days by 43 teachers, and had an enrolment of 2,100 in the lower grades, with a daily attendance of 76 per cent.; while in the high school were 115, with 89 per cent. in attendance and 18 graduates. There were 250 receiving instruction in German and 1,400 in drawing.—(State report and city return, 1881.)

*Sandusky* reported 6,290 children of school age, with an enrolment of 2,519 in public and 880 in private schools, or about 54 per cent. in all, while the percentage of daily attendance on enrolment was 74 in public and 64 in private schools. Public school property (which included 10 school buildings, containing 51 rooms, with 2,770 sittings) was valued at \$170,000. The schools were taught 195 days by 49 teachers and were classed as primary, grammar, and high, the last having 146 pupils and graduating 17. German was taught by special teachers to 911 scholars. Private schools had 4 buildings, 17 rooms, 780 sittings for study, 15 teachers, and 880 pupils enrolled, with 580 in daily attendance.—(State report and city return, 1881.)

*Springfield*, comparing the statistics for 1881 with those for 1880, reported an increase of 613 in enumeration and of 175 in enrolment; the total enrolment was 49.3 per cent. of the enumeration, a loss of 2.3 per cent.; the average attendance was 74.9 per cent. of the number enrolled, a loss of 1.8 per cent. The entire number in all the schools present and punctual at every session during the year was 144, which is 180 less than the number for the previous year. Of the \$68,739 expended for school purposes, \$19,862 were used for the erection and furnishing of school buildings; and the city had, at the close of the year, 11 school-houses, with 59 school and 3 recitation rooms, affording 3,186 sittings. The schools were taught 193 days by 61 regular and 4 special teachers. All pupils enrolled received instruction in drawing and vocal music; in both, creditable progress was reported, especially in original designing by the higher primary and grammar grades and in the high school. German was taught in 3 of the schools to 449 pupils with gratifying results.—(City report and return, 1881.)

*Steubenville* reported an increase of 5 in general and of 74 in average enrolment, while 58 more were in average daily attendance. It had 6 school buildings, with 35 school and 7 recitation rooms, which, with grounds, &c., were valued at \$127,000. The schools

were classed as primary, grammar, and high, with a 4 years' course in each of the first two and a 3 years' course in the high. There were also night and colored schools. In all there were 43 teachers, with a special teacher of penmanship. The schools were taught 195 days; 109 pupils studied German. An enrolment of 450, with average attendance of 400, was given for private schools.—(City and State reports and city return.)

*Tiffin* valued its school property, including 5 buildings with 30 rooms, at \$40,000. The school rooms afforded 1,456 sittings, more than sufficient for the enrolment of 1,281 and average attendance of 954. The schools were graded and reported 104 in the high school, with 10 graduates; a session of 192 days; special teacher for music; 245 studying German, 1,282 music, and 716 drawing. An estimated enrolment of 600 was given in private schools.—(State report and city return, 1881.)

*Toledo*, with a school population of 17,579, enrolled 7,677 in public and 2,000 in private schools and reported 23 public school-houses, which contained 118 school and 15 recitation rooms, with 7,000 sittings, and were valued at \$596,000. An average of 5,001 pupils were taught 195 days by 130 teachers. There were 1,257 studying German. The schools were graded, and the high school enrolled 222, with daily attendance of 173 and 43 graduates.—(State report and city return, 1881.)

*Youngstown* reported to the State commissioner 7 school-houses with 38 rooms, valued with grounds, &c., at \$195,000; an expenditure of \$33,464 for school purposes; a session of 190 days; an enrolment of 2,482, with an average attendance of 1,747 in the lower schools, and of 86, with 74 in attendance and 11 graduates, in the high school. There were 70 studying Latin, 92 German, and 2,500 music.—(State report, 1881.)

*Zanesville* classed its schools as primary and secondary, each with a 3 years' course, senior with 2 years', and high with 3 years' English and 4 years' English-Latin course; also colored schools and a normal school. The daily attendance in all was 72 per cent. on total enrolment and 92 on the average number belonging. The schools were in session 197 days, and school property, including 17 school-houses, with 76 rooms, was valued at \$200,000. Special teachers of music and writing were employed. There were 3,000 studying drawing and 208 German. Private schools reported 15 school rooms and 500 pupils.—(City report and return.)

## TRAINING OF TEACHERS.

### PUBLIC NORMAL SCHOOLS.

Although the State makes no provision for the education of teachers, there are normal schools, with model schools attached, connected with the public school system in the cities of Cincinnati, Cleveland, and Dayton, and Saturday normal classes in Columbus and Toledo. The Cincinnati school was established in 1868 and a German department added in 1871. The standard of admission was higher for 1881 than for any previous year, with an enrolment of 56, of whom 53 graduated. Of the 56, all but 20 were graduates of the city high schools. The standard has been raised and the course is now strictly professional, extending through 1 year. Practice in the training schools (in which there are 6 classes), under the supervision of 3 critic teachers, is required. The Cleveland school, established in 1874, had 4 instructors, 51 students, and 29 graduates, of which number 25 have since engaged in teaching. The requirement for admission is a diploma from the Cleveland high school or some academic institution of equal grade. In the latter case, an examination in high school branches is exacted. The Dayton school, established in 1869, had a department of theory and one of observation and practice, with one year as the minimum time for completion of the course; for 1881 it reported 4 instructors, 15 students, and 8 graduates, 7 of whom engaged in teaching. The Columbus Saturday normal (open to members of the senior and junior classes of the high school who contemplate teaching, and to teachers engaged in teaching who desire further study and instruction) enrolled 109 and had a session of 28 days.

### PRIVATE NORMAL SCHOOLS.

The private normal schools reporting as such to this Bureau for 1881 are: (1) *Northwestern Ohio Normal School*, Ada, which, in teachers' courses of 2 and 3 years, had 1,100 pupils classed as normal, besides 301 others, under 26 instructors, and graduated 17; (2) *Ashland College Normal and Training School*, Ashland, which had a 4 years' course, with 8 instructors and 67 normal students; (3) *Ohio Central Normal and Kindergarten Training School*, which, organized at Worthington in 1872 and removed to Fayette in 1881, had English and classical normal courses of 2 and 3 years, a class for training Kindergartners, and a normal institute at the close of the spring term; (4) *Geneva Normal School*, Geneva, which had 52 students in a 4 years' teachers' course and 59 in other departments, under 7 instructors; (5) *National Normal University*, Lebanon, which had a 2½ years' teachers' course and a summer normal institute of 8 weeks, and reported 1,752 pupils classed as normal, with 30 others, under 25 instructors, graduating 79; (6) *Mansfield Normal College*, Mansfield (organized 1878), which had also a summer institute and a teachers' course of 3 years, in which were enrolled about 375 pupils, under 6 instructors; (7) *Western Re-*



*serve Normal School*, Milan, which, in a 3 years' normal course, had 30 students, besides 44 in other departments, under 3 instructors; and (8) the *Normal Department of Mount Union College*, Mount Union, which reported 110 normal students, under 7 instructors.

Millersburg Normal School, Millersburg, formerly reporting, was closed June 9, 1881.

In addition to those above mentioned, normal departments or teachers' courses exist in connection with Buchtel, Hiram, Franklin, Muskingum, Rio Grande, Scio, Xenia, and Antioch Colleges, and Baldwin, Ohio Wesleyan, and Wilberforce Universities and the University of Cincinnati; also, in the following academies: Grand River Institute, Academy of Central College, Geauga Seminary, Fostoria Academy, Hopedale Normal School, Atwood Institute, Marlborough Union School, Pleasantville Collegiate Institute, Northern Ohio Collegiate Institute, Western Reserve Seminary, and Dague's Collegiate Institute.—(Catalogues and returns.)

For statistics of normal schools reporting, see Table III of the appendix, and for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

#### TEACHERS' INSTITUTES.

Fees of 50 cents from each applicant for examination go to make up a teachers' institute fund. The law permits the holding of institutes, of at least 4 days in length, in any county where 30 regular teachers declare in writing their intention to attend. An association of teachers of several adjacent counties may be held for the purpose of providing professional instruction for the teachers of such counties.

There were 85 institutes held during the year, 2 less than in 1880, at a cost of \$18,963, with an aggregate attendance of 10,672 persons. All but one had more than 50 in attendance, while 20 had from 150 to 239. Thirty-two were continued two weeks or more; the remainder, one week.

#### EDUCATIONAL JOURNALS.

The Ohio Educational Monthly, Salem, the organ of the State Teachers' Association, and the Teachers' Guide, Mallet Creek, also a monthly, continued in 1881 to furnish valuable information as to methods of instruction and government and also as to the progress of educational matters in the State and elsewhere, the former being then in its twenty-second volume, the latter in its seventh.

The Mutes' Chronicle, published weekly at the State institution for deaf-mutes, Columbus, entered upon its thirteenth volume in 1881, and in September of that year changed its title to *Vis-à-Vis*.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

The State commissioner, in comparing high school statistics for 1881 with those for 1880, reported 575 rooms in use, an increase of 8; 514 men and 260 women teaching, a total increase of 76; and an enrolment of 28,362, with a daily attendance of 20,078, in city, village, and special district high schools, a decrease of 495 enrolled and of 143 in attendance; while in township district high schools, with 1,577 enrolled and 877 in attendance, there was an increase of 323 in enrolment and of 80 in attendance. There were 6,821 studying Latin, 480 Greek, and 347 French, a decrease of 319 in Latin and of 71 in French, but an increase of 32 in Greek.—(State report, 1881.)

##### OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, preparatory schools, or preparatory departments of colleges, see Tables VI, VII, and IX, and for business colleges, Table IV of the appendix. For summaries of such statistics, see corresponding tables in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION.

##### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Ohio State University*, Columbus, open alike to both sexes, has a preparatory course of 2 years, corresponding with that of the better grade of high schools, for those who enter directly from the common or district schools, a regular classical course of 4 years, and scientific courses of 3 and 4 years, besides special courses. Graduates of high schools of the State with efficient courses of study are admitted to the freshman class of any course for which their previous study has fitted them. The whole number enrolled in 1880-'81 was 365, while there were 280 in actual attendance in November, 1881.—(Catalogue, 1881.)

The *School of Design of the University of Cincinnati*, organized and opened in 1869 with a class of 30 pupils, has steadily increased, until in 1880-'81 it became substantially a college of art. It offers a thoroughly graded course of instruction and confers upon

students the diploma of the university. The school reported 7 instructors and 312 students in 1881.

The *Ohio University*, Athens, organized in 1809, is the oldest literary institution northwest of the Ohio River. Its existence was provided for as early as 1787 in the purchase made from the United States by the Ohio Company of Associates, whereby two townships were set apart for the purpose of a university and placed under the care of the legislature. Its trustees are appointed by State authority (the governor being ex officio a member of the board) and are required to make an annual report to the State legislature. One student from each county in the State is admitted free of tuition. The State appropriated \$20,000 for the improvement of the buildings in 1881 and the regular income was increased by about \$3,000 a year.

From 39 colleges, including the three before mentioned, reports in some form have come in for 1881 or for the immediately preceding years. All, except the University of Cincinnati, offered preparatory courses of 2 to 4 years; all had the customary classical collegiate course of 4 years; regular scientific courses were offered in 32,<sup>1</sup> most of them covering four years; while in 8 institutions<sup>2</sup> there were philosophical courses of like length. Twelve had commercial courses, and 18 (previously mentioned under Training of Teachers) presented arrangements for normal instruction; St. Xavier, Mt. Union, and Oberlin Colleges, with the University of Cincinnati, offered literary courses of 4 years. At Ohio Wesleyan University there was a like course for ladies only. Others, to be mentioned under Professional Instruction, had provisions for instruction in theology, law, and medicine. The University of Cincinnati offered graduate courses for the degrees of A. M., M. S., and Ph. D. Special, elective, English, German, and French courses were also offered by different colleges, while most gave instruction in modern languages, music, drawing, and painting.

For the statistics of the institutions reporting, see Table IX of the appendix, and for a summary of statistics, a corresponding table in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Thirty of the 39 colleges for young men admit young women also to their advantages for full literary training, besides which 13 schools especially designed for them offer substantially collegiate training, in 5 cases with degrees. All have regular collegiate courses of 4 years; 4 begin with the Kindergarten system; 3 have normal classes or departments; several offer special courses and graduate studies, while all give instruction in music, drawing, painting, and modern languages.

For statistics, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The *Ohio State University*, Columbus, offers 4 distinct courses of scientific study, viz, in agriculture and in civil, mining, and mechanical engineering. That in agriculture extends over 4 years, the others 3 years each. A department of horticulture and botany was established and opened to students at the spring term of 1881. The third course of "lectures to farmers," given in January, 1881, by the professors of the university, was attended by 164 farmers.—(Catalogue, 1881.)

Scientific courses, in most cases of 4 years, are found in 30 of the colleges reporting. The University of Cincinnati offers also a 4 years' course in civil engineering.

A department of science and arts was organized in connection with the *Mechanics' Institute of Cincinnati* in January, 1881. Sections of chemistry, mechanics, and engineering have already been formed for special work, and similar sections of electricity and architecture are being organized. Monthly meetings, a course of lectures, and a journal published under direction of the department are the means of instruction used.—(Report of Department of Science and Arts of the Mechanics' Institute.)

The *Case School of Applied Science*, Cleveland, intending to give thorough technical and professional training in the principles of natural and physical science with their applications to the arts, was incorporated in 1880 and opened with a preparatory term of 12 weeks in the spring of 1881. The course of study will extend through 4 years, the first 2 preparatory, the last 2 professional or technical. Under arrangements made in 1881, it was to form the scientific department of Western Reserve University, which was to be established in Cleveland in 1882, with Adelbert College for its classical department. An elegant building for the last had been promised by Mr. Amasa Stone, of Cleveland, as a memorial of a deceased son.

<sup>1</sup> The exceptions here were Hebrew Union, St. Joseph's, and St. Xavier Colleges, Cincinnati; Kenyon College, Gambier; Richmond College, Richmond, and Antioch College, Yellow Springs.

<sup>2</sup> Ashland, Buchtel, Farmers', Marietta, Mt. Union, and Wilmington Colleges, with the Ohio State and Denison Universities.

## PROFESSIONAL.

Courses in *theology*, covering 3 years and meant to follow collegiate training, existed in 1881 at German Wallace College, Berea (Methodist Episcopal); Lane Theological Seminary, Cincinnati, and the theological department of Oberlin College, Oberlin (both Presbyterian); Theological Seminary of Evangelical Lutheran Synod, Columbus; Union Biblical Seminary, Dayton (United Brethren); Theological Seminary, Kenyon College, Gambier (Protestant Episcopal); Heidelberg Theological Seminary, Tiffin (Reformed Church); and in like schools of Urbana University, Urbana (New Church), and of the United Presbyterians at Xenia. Courses occupying 1 year at Geneva College, West Geneva (Reformed Presbyterian), and 2 years at Wittenberg College, Springfield (Evangelical Lutheran), were noted in the last reports from these schools; at the Seminary of St. Charles Borromeo, Carthagen, and at that of St. Mary, Cleveland (both Roman Catholic), there were courses nominally of 9 and 5 years, but some academic studies were included. At Wilberforce University, for colored students, the course was of 4 years, partly literary, and at Ohio Wesleyan University, Delaware (Methodist Episcopal), as well as at Hiram College, Hiram (Disciples), studies in theology accompanied the college course.

For statistics of theological schools and departments reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

For instruction in *law* the law school of the Cincinnati College, organized in 1833, has a 2 years' course of study. Candidates for admission to the junior class must give satisfactory evidence of a good English education.

Wilberforce University provides a law department, but makes no report of students in it.

Statistics for Cincinnati College Law School may be found in Table XII of the appendix.

The "regular" *medical* schools reporting for 1880-'81 were the Cincinnati College of Medicine and Surgery, the Medical College of Ohio, and the Miami Medical College, all in Cincinnati; the medical department of Western Reserve University, Cleveland (formed by a union of the Cleveland Medical College and the medical department of Wooster University); Columbus Medical College, Columbus; and Starling Medical College, Columbus. All had the customary 3 years' course of study under a physician, including 2 regular lecture courses of 20 weeks each year in those at Cincinnati and of 24 weeks in the others, the last of which courses must be in the college conferring the degree. The 3 at Cincinnati and the Starling Medical College, Columbus, offered courses of 3 years, and this last was to require such a course after 1882. The school at Western Reserve University, Cleveland, admits women.

The Eclectic Medical Institute, Cincinnati, the Pulte Medical College, Cincinnati (homeopathic), and the Homeopathic Hospital College, Cleveland, open alike to both sexes, require 3 years of study, including attendance on 2 lecture courses of 20 weeks yearly in the first named, 23 weeks in the second, and 22 in the third. All offer 3 years' optional graded courses. The homeopathic schools require a good English education for admission.

The *Ohio College of Dental Surgery*, Cincinnati, and the *Cincinnati College of Pharmacy* have 2 years' courses, in the former of 4 months each year, in the latter of 5 months. The latter requires 4 years of practice with a qualified pharmacist.

For statistics of medical schools reporting, see Table XIII of the appendix, and summary of it in report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Ohio Institution for the Education of the Deaf and Dumb*, Columbus (established 1829), receives pupils from 8 to 21, and reported 512 under instruction for 1881, with a daily average of 426 in attendance and 18 graduates, every one of whom at leaving was able to earn a livelihood. The whole number admitted from the beginning was 1,886. Instruction is given in the common and higher English branches, the school being graded as primary, grammar, and academic; articulation is also taught. The shops were crowded with boys and men; the trades taught are shoemaking, printing, bookbinding, and carpentry.

The *Cincinnati Day School for Deaf-Mutes*, under control of the city board of education, reported an enrolment of 40, with 34 in average attendance.

The *Ohio Institution for the Education of the Blind*, Columbus, reported for 1881 a total enrolment of 243, of which number 49 were new pupils. The daily average was 171; whole number from the beginning, 1,138. Instruction was given in the common and higher English branches, and in music, sewing and knitting by hand and machine; head



work, cane seating, and broom making were so taught as to enable almost all to support themselves by work after leaving the institution.

#### EDUCATION OF THE FEEBLE-MINDED.

The *Ohio Institution for the Education of Idiotic and Imbecile Youth*, Columbus, admits children from 6 to 15 and instructs them in the common English branches. There were 613 inmates in 1880. No report has reached this Bureau for 1881, the central part of its main building having been burned November 19, 1881.

#### INDUSTRIAL AND REFORMATORY TRAINING.

The *Industrial School and Home*, Cleveland, maintained by the Children's Aid Society of that city, in 1881 moved into a commodious building donated by Mr. Amasa Stone, and reported 242 children cared for and trained that year, 111 placed in permanent homes, 77 returned to relatives, and 53 remaining at the close of the year.

The *Toledo Industrial School* enrolled 84 in its day school and 177 in its Saturday sewing school.

The *Girl's Industrial Home*, Delaware, reported 318 inmates for 1881; of whom 69 were committed during the year. The common English branches, housework, and dress-making are taught.

The *Cincinnati House of Refuge* had 266 inmates in 1881, with a daily average of 251; the *House of Refuge and Correction*, Cleveland (for both sexes), had 164, with a daily average of 123; the *State Reform School for Boys*, Lancaster, 734, with a daily average of 557; the *House of Refuge and Correction*, Toledo (for boys only), 239, with a daily average of 170. All, it is believed, aim to instruct their inmates as far as possible in school studies and productive industries, as well as in morals.

#### HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

Seventeen homes of this kind, under city, church, or private care, report for 1881 a total of 2,445 inmates, under 215 instructors or other employés. Eleven others, under county control, are reported by the State board of charities to have had 1,297 in the same year, with an average of 773, under 47 officers and teachers. One more, the Soldiers' and Sailors' Orphans' Home, Xenia, under State care, is said by the same board to have had 715 on its roll within the year, and an average of 607, under 38 officers and teachers. Total of inmates for all 3 classes, 4,457, under 300 instructors and assistants. In most cases these children are taught common English studies, as far as may be practicable, and such industries as will fit them for self support.

For further information, see Table XXII of the appendix to this volume, and a corresponding table in the report of the Commissioner preceding.

#### EDUCATION IN ART.

Instruction in art in its various forms is given at Cincinnati in the School of Design of the University of Cincinnati, in connection with the Women's Art Museum Association, and in the School of Design of the Ohio Mechanics' Institute; at Columbus, in the Columbus Art School. The School of Design of the University of Cincinnati, free to all bona fide residents of that city, offers a thorough graded course of instruction in all its departments, and reports a faculty of 7 members, with about 300 pupils. The students in wood carving, as far as reported, are all girls. A private wood carving school opened by a lady is said to have been successful, and a Pottery Club, consisting entirely of women, was well attended. The Art Museum, to be located at Eden Park, a suburb of Cincinnati, for the foundation of which Mr. C. W. West offered \$150,000 provided the city would raise a like amount, has received from that gentleman \$150,000 for its endowment. The Columbus Art School, opened October, 1880, is said to be the only art school in Ohio, except the School of Design in Cincinnati, and to have as full a course of study as any art school in the West.

#### EDUCATIONAL CONVENTIONS.

##### STATE ASSOCIATION.

The Ohio State Teachers' Association held its thirty-second annual meeting at Put-in-Bay June 28-31, 1881. In the superintendents' section the opening address was delivered by Superintendent W. J. White, of Springfield. Papers on "School examinations" and on "Clerical work of teachers" were read by Superintendent H. N. Mertz and Hon. T. W. Harvey, and discussed by Hon. D. F. De Wolf and W. D. Henkle. In his inaugural address on the "Future of our public schools" before the general association, Prof. John Ogden stated that the greatest want in the Ohio school system was an administrative head, such as a State board of education, and normal schools for the training of teachers, especially for the rural schools, where skilled workers are most needed. Papers

on "Mental science for public school teachers," "The spirit of the teacher," "State assistance," and "English literature for the schoolmaster" were read and discussed. The annual address was delivered by Rev. J. E. Twitchell, on the "Science of religion and the religion of science." After passing appropriate resolutions and electing officers for the ensuing year, the convention adjourned.—(Ohio Educational Monthly, September, 1881.)

#### OTHER TEACHERS' ASSOCIATIONS.

The several associations were held as follows: Central Ohio, at Dayton, with 500 teachers in attendance; Southwestern, at Hamilton; Northwestern, at Postoria; Northeastern, with quarterly meetings, at Cleveland and elsewhere; Southeastern, at Logan; Eastern, at Bellaire; Tri-State, at Toledo; and the State Association of Colored Teachers, at Springfield. The music teachers of the State have organized an association, which was to hold its first meeting in March, 1882.

#### OHIO COLLEGE ASSOCIATION.

No notice of the meeting of this influential and learned body of presidents and professors for 1881 has reached the Bureau.

#### OBITUARY RECORD.

##### HON. WILLIAM DOWNS HENKLE.

The educational interests, not merely of Ohio, but of the whole United States suffered a serious loss when this good man, ripe scholar, able teacher, effective school officer, and useful writer died, November 22, 1881, at Salem, Ohio, aged 53. His father, a Methodist minister, had died at Louisville, Ky., when this son was barely 6 years old, and had left to wife and children an inheritance of poverty. Young Henkle had consequently to hew his own way through life, and he did it well. Returning to his native State after his father's death, first to Urbana and then to Springfield, he attended school for four or five years, and afterward struck out for himself. By shovelling sand and driving teams he was able to buy some books, and, with the aid of a young student, mastered the elements of grammar, arithmetic, and natural philosophy. He then came under the tuition of a Springfield teacher, who was subsequently chief justice of the State, and studied successfully with him Latin and the elements of algebra. At 16 he was graduated from the high school, delivering a Latin salutatory. While teaching school for three years he pursued at Wittenberg College and under a private teacher the study of French, German, Greek, and higher mathematics. Returning with his mother to Urbana, after teaching for another year, at 20 years of age he became principal of the academy in 1848. Thenceforward he grew to be more and more a power for good, securing the organization at Urbana and Mechanicsburg of union school systems, of which he was made successively the head; then taking charge for three years of the classical department of a school at Greenmont, Ind., where he published two valuable works on algebra, and whence he was called to superintend the city schools of Richmond, Ind. The law under which this office had been created being pronounced unconstitutional, he went in 1856 to Indianapolis to be teacher of the high school and an editor of the *Indiana School Journal*, then just established. He held these positions till August, 1859, when he returned to Ohio as professor of mathematics in the Southwestern Normal School at Lebanon, which he helped to make one of the most popular and successful of its kind. In 1862 he received the Republican nomination for State commissioner of common schools, but failed of election, and for two years was superintendent of the schools of Lebanon, and then for five years of those of Salem. He filled these positions with such marked success that on the resignation of the State school commissionership by Hon. John A. Norris he was selected by Governor Hayes to fill for nearly two years the unexpired term, 1869 to 1871. Returning then to Salem, he was made for four years more superintendent of the schools there, and in 1875 became proprietor and editor of the *Ohio Educational Monthly*, which, with another paper, *Notes and Queries*, he filled till his death with the evidences of his sound judgment, large erudition, practical good sense, and educational enthusiasm.

#### CHIEF STATE SCHOOL OFFICER.

Hon. D. F. DE WOLF, *State commissioner of common schools, Columbus.*

[Term. January, 1881, to January, 1884.]

## OREGON.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth 4 to 20 years of age -----	59,615	61,641	2,026	-----
Enrolled in public schools -----	37,533	34,498	-----	3,035
Average daily attendance -----	27,435	25,196	-----	2,239
Attending graded schools -----	7,824	8,918	1,094	-----
Attending private schools -----	4,211	4,823	612	-----
Number reported not in school -----	17,721	21,655	3,934	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Organized districts -----	1,007	1,037	30	-----
Districts reporting -----	960	988	28	-----
Number of graded schools -----	45	52	7	-----
Average school term in days -----	89.6	86	-----	3.6
Number of private schools -----	142	186	44	-----
Value of public school property -----	\$567,863	\$657,469	\$89,606	-----
TEACHERS AND THEIR PAY.				
Men teaching -----	635	591	-----	44
Women teaching -----	679	748	69	-----
Whole number of teachers -----	1,314	1,339	25	-----
Teachers with first grade certificates -----	679	691	12	-----
Teachers with second grade certificates -----	635	648	13	-----
Average monthly pay of men -----	\$44 19	\$42 26	-----	\$1 93
Average monthly pay of women -----	33 38	31 72	-----	1 66
RECEIPTS AND EXPENDITURE.				
Whole receipts for public schools -----	\$303,162	\$323,301	\$20,139	-----
Whole expenditure for public schools -----	307,031	318,331	11,300	-----
STATE SCHOOL FUND.				
Permanent school fund -----	-----	\$625,000	-----	-----
Available fund -----	-----	610,000	-----	-----

a The basis for appropriation of public money; the age for admission into public schools is 6 to 21.

(From report of Hon. L. J. Powell, State superintendent of public instruction, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

A State superintendent of public instruction, elected by the people every 4 years, and a State board of education, composed of the governor, secretary of state, and superintendent of public instruction, have general supervision of public school affairs. The local officers are county superintendents of common schools, elected by the people for two years, and district boards of 3 directors and a clerk, elected at district meetings, the directors for 3 years, one going out each year, and the clerk elected for one year.



## OTHER FEATURES OF THE SYSTEM.

Public school moneys are derived from an irreducible State school fund, a county tax of 4 mills on \$1 (raised from 3 mills in 1882), and a district tax on real and personal property, the latter levied only when a majority of the legal voters of a district so decide. By a new law, districts may also levy rate bills. The interest from the school fund is divided among the counties in proportion to the children 4 to 20 years old, but the age for admission to public school is 6 to 21. Districts are not entitled to their proportion of this fund unless schools shall have been taught therein for at least three months in each year and a report has been made to the county superintendents by the first Monday in March. County superintendents must make a general report to the State superintendent of public instruction by the first Monday in April of each year, and a finance report to the county court the 30th of June. Any county superintendent failing to perform the various duties required of him becomes liable to a fine of \$100, and for failing to report annually to the State superintendent forfeits his office. The State superintendent reports to the legislature biennially. It is the duty of county superintendents to examine teachers and give them certificates of 2 grades, the higher good for 2 years, the lower for 6 months. Life and State diplomas, the latter good for 6 years, are given on examination by the State board of education, which may also issue certificates of first and second grades. If teachers suffer injustice at the hands of the county superintendent they may appeal to the State superintendent, who is authorized to grant them certificates of the same force as those issued by county superintendents. High schools must be supported in all districts containing 1,000 persons 4 to 20 years of age. One or more schools may be taught in the German language in districts having 10,000 or more inhabitants; and by a new law, whenever a city or incorporated town has that number, all school districts or parts of districts within its limits must constitute one school district, its boundaries being the same as those of the town or city. Since 1870 at least (not, as stated in the report for 1880, since 1878), widows with children to educate and liable to taxation for school purposes have had the right to vote at the meetings of the school districts in which they reside. A rule of the State board permits teachers in the public schools to dismiss pupils under 8 years of age after a 4 hours' session or shorten their confinement to 3½ hours by recess.

## GENERAL CONDITION.

With an increase of 2,026 in the number of youth 4 to 20 years of age there were 3,035 fewer children 6 to 21 enrolled in public schools in 1880-'81 and 2,239 fewer in average daily attendance. The average school term was shorter by 3.6 days and the average monthly pay of teachers less by \$1.93 for men and \$1.66 for women. There were, however, more pupils by 1,094 in graded schools, and 612 more were attending private schools. Thirty more school districts were organized and 28 more sent reports. Seven more public graded schools were taught and 44 more private schools. The number of teachers employed was increased by 25, the number holding first grade certificates by 12. Public school property was valued at \$89,606 more than in 1879-'80; receipts for public school purposes were increased by \$20,139 and expenditure by \$11,300.

State Superintendent Powell thinks the above shows a fair degree of progress, notwithstanding the decrease reported in enrolment and average attendance. The chief exception noted by him to the general satisfactory condition is the falling off in the average length of the school term. This is kept low by the short terms in country districts, many of which were only of 3 months and would probably have been even less had they not been required to be kept up to that point in order to draw public money.<sup>1</sup> The superintendent favors an amendment to the law requiring the levy of a State school tax of 2 mills on the dollar; he also recommends that the minimum school term which shall entitle districts to receive their share of such money be made 6 months. Other needs noted are means for the professional training of teachers and for a more energetic and thorough supervision of the schools. It is recommended that, in the absence of a State normal school, provision be made for county normal institutes of from 2 to 4 weeks, and that all teachers be required to attend them. To secure better supervision, an increase is recommended in the pay of county superintendents. The position of superintendent, it is argued, should command a greater salary than that of the highest teacher, in order that it may be possible to place in it the best teachers and those who will give their whole time to the work.

## KINDERGARTEN.

No note of any instruction of this class in the State during 1881 has reached the Bureau.

<sup>1</sup> These short terms kept down expenditures so much that the per capita of cost on average enrolment was only \$8.98 and on average daily attendance only \$12.29.

## CITY SCHOOL SYSTEM OF PORTLAND.

## OFFICERS.

In Portland the officials having charge of public schools are a board of 3 directors, a clerk, and a city superintendent.

## STATISTICS.

With a population of 17,577 in the city of Portland, school district No. 1 of Multnomah County, with limits not precisely like those of the city, reported 5,314 between 4 and 20 years of age, 2,972 pupils attending public schools and 2,172 in average daily attendance, an increase since the last report of 322 in the number enrolled and of 216 in average attendance. There were also about 600 in private and parochial schools. The per capita cost of education in public schools was \$23.63 on the average number belonging and \$24.85 based on that in average daily attendance; the whole expenditure for public schools, \$81,371.46, and the estimated value of school property, \$170,600. In the high school there were 201 pupils registered and 170 in average attendance under 6 teachers. A class of 21 was graduated in June, 1881. The printed report for the year closing June, 1881, shows an average attendance of 95 per cent. based on the average number belonging and a large decrease in tardiness, though no unusual effort had been made to secure the latter. There were twice as many cases of corporal punishment, but fewer suspensions than the year before. A change was made in the grading of teachers' salaries, giving preference to experience and fitness and recognizing the importance of good teaching in primary grades. The pay of teachers in the lowest grade was raised from \$625 to \$750 a year, and only teachers of experience and special talent are to be employed in that grade.—(Return and printed report.)

## TRAINING OF TEACHERS.

## NORMAL SCHOOLS AND NORMAL COURSES.

Ashland College and Normal School, Ashland, first opened in 1879, had 61 normal pupils during 1880-'81 (29 men and 32 women), 4 instructors, and 3 graduates. The full course extended over 3 years of 36 weeks each.<sup>1</sup>—(Return.)

At the University of Oregon, Eugene City, there was in the collegiate department a 3 years' normal course with English studies only, having 9 students in 1880-'81 and 10 entered for 1881-'82. Blue Mountain University, La Grande, and Willamette University, Salem, offered instruction for teachers in normal courses in their preparatory departments; the latter, in a well arranged 3 years' course. Santiam Academy, Lebanon; Wasco Independent Academy, The Dalles; and McMinnville College, McMinnville, also offered like instruction.

The normal department of Christian College, Monmouth, was suspended in 1880-'81

## TEACHERS' INSTITUTES.

The law requires the superintendent to hold annually a teachers' institute in each judicial district, as well as one State teachers' institute.

Sixteen institutes were held during the year and were attended by 733 teachers, an increase over the previous year of 1 institute and 26 teachers. By a regulation of the State board of education teachers in public schools are required to attend the institutes held in their counties under authority of law; for unexcused failure to attend at least one session each year, they are liable either to be reduced in grade or to have their certificates revoked.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

The number of public high schools in the State has not been reported by State authority since 1878, when there were 22. In the United States census report for 1880 the number given is 17. According to law, such schools must be sustained in all districts containing as many as 1,000 persons 4 to 20 years of age. The number of graded schools increased by 7 and of pupils in them by 1,094.

## OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools reporting and preparatory departments of colleges, see Tables VI and IX of the appendix, and summaries of them in the report of the Commissioner preceding.

<sup>1</sup> This and the Oregon Normal School, Monmouth, are to be recognized as State normal schools from October, 1882.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN AND FOR BOTH SEXES.

The University of Oregon, Eugene, organized in 1876, comprises collegiate and preparatory departments, the former with classical and scientific courses of 4 years and a normal one of 3 years. The scientific differs from the classical course in the substitution of scientific and modern language studies for Latin and Greek; the degree given on completion of each is A. B. Every county in the State is entitled to a scholarship in the collegiate department and an additional one for each member of the legislative assembly to which such county may be entitled. Candidates for scholarships must pass an examination in the fundamental English branches, including history of the United States. The sexes are admitted on equal terms, and out of 72 students in the undergraduate classes of the collegiate department in 1881, 25 were young women. The president of the board of regents says the attendance during 1880-'81 was generally good, and that the students were industrious and conducted themselves becomingly.

Of 8 other collegiate institutions in the State, 7 admit young women, 1—Willamette University, Salem—providing for them a separate Woman's College, with a lady dean, but instructing them in the same courses and classes as the young men. The only exception to this admission of women is at St. Michael's College, Portland, the literary status of which is as yet uncertain. Corvallis College, Corvallis; Pacific University, Forest Grove; Blue Mountain University, La Grande; McMinnville College, McMinnville; Christian College, Monmouth; Philomath College, Philomath, and Willamette University have arrangements for preparatory instruction, in some cases beginning with primary classes; all have the customary classical and scientific courses of 4 years each, except Pacific University, which makes its scientific course 3 years, and Corvallis College, which divides its studies into 7 separate schools, only one of which, that of mathematics, has a definite term of 4 years. Pacific University has a ladies' course of 3 years; Philomath College, one of 4 years; Christian, Philomath, and Willamette, business courses, the same three, with Blue Mountain University, offering instruction in music, drawing, and painting. For statistics of these institutions, see Table IX.

## SUPERIOR INSTRUCTION OF WOMEN.

Besides the opportunities for collegiate instruction presented at the State University and the 7 other colleges above named, there is one institution approximating collegiate rank that is especially for young women, St. Helen's Hall, Portland, an academic seminary, under the care of the Protestant Episcopal bishop of Oregon and a corps of assistants. For statistics of this, see Table VIII of the appendix.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

General scientific instruction is given, as already noted, by most of the colleges and universities in courses usually extending over 4 years. Besides this, there is opportunity for the study of sciences pertaining to agriculture and engineering in the State Agricultural College, Corvallis, a department of Corvallis College, in its schools of agriculture and engineering. The latter has not yet been fully organized for want of funds; but the general principles of civil engineering are taught; also, drawing, descriptive geometry, and shades and shadows; while other studies belonging to the course are taught in the schools of mathematics and physics. The law provides for the free tuition of 60 young men over 16 years of age, who may be admitted into all departments of the college.

## PROFESSIONAL.

Some *theological* instruction was formerly given in McMinnville College, but there is no mention of such a course in the catalogue for 1880-'81.

The *medical* department of Willamette University, Portland, is the only professional school reporting. The course of study required for graduation comprehends 3 years of work; it includes 2 terms of lectures and a year of preliminary study; there is also a 3 years' graded course. The faculty recommend students to attend 3 terms of lectures before presenting themselves for graduation and encourage them by the offer of free tuition during the last year. In the course prescribed, the lecture terms extend only over 20 weeks each, the minimum required by the American Medical Association. There were 32 students during the year, 30 at date of report, and 13 graduates. Women are admitted to this as to other departments of the university. An examination for admission is required of applicants who are not graduates of college, academy, or high school.



## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB.

The Oregon School for Deaf-Mutes, Salem, founded in 1870, was made a State institution in 1880, and placed under the superintendence of a board of 9 directors, of whom 6 are appointed by the governor and 3 by the Salem Society to Promote the Education of Deaf-Mutes. There were 39 pupils under instruction during 1881 (7 of them semi-mutes), under 3 instructors, of whom 1 was a deaf-mute. No employments have yet been provided. The children are in school from 9 o'clock to 12 and from 1 to 3, the common English branches being taught. The manual method is the one used.

## EDUCATION OF THE BLIND.

The Oregon Institute for the Blind, Salem, was closed in 1879. No later information concerning it has reached this Office.

## SCHOOL FOR INDIAN YOUTH.

A school for the education of Indian youth was opened in Forest Grove March 1, 1880, by the United States Government, Captain M. C. Wilkinson, U. S. A., in charge. The pupils are all instructed in English branches, the boys also in blacksmithing, shoemaking, carpentry, and gardening and other agricultural work, and the girls in sewing and housework. Up to September 14, 1881, there had been 75 pupils received, 29 girls and 46 boys, their ages ranging from 8 to 25 years. The Government, however, has decided not to receive any more who are over 16. All have made satisfactory progress and many have improved wonderfully. They learn easily, work hard and well when they have an incentive to labor, are of good disposition, affectionate, obedient, and are much more easily managed than an equal number of whites.

In the Report of the Commissioner of Indian Affairs for 1881 strong testimony from various sources is presented as to the success achieved alike in school studies, in industrial pursuits, and in general civilizing influences.

## EDUCATIONAL CONVENTION.

## STATE ASSOCIATION.

The twenty-first annual meeting of the State Teachers' Association was held at Salem, beginning August 21, 1881, State Superintendent L. J. Powell presiding. An address of welcome by the former State superintendent, Dr. L. L. Rowland, of Salem, commendatory of teachers' institutes and associations, was read in his absence by Miss Olivia Rowland, and Prof. O. P. Lee, of Eugene City, responded. Bishop J. F. Hurst, of the Methodist Episcopal Church, delivered an address on "Imagination," and D. C. H. Fowler, of New York, one on the need of thorough work in education. "Physical geography" was presented by Prof. W. N. Ferrin, of Pacific University, who urged the importance of teaching this branch in the public schools. Prof. C. W. Roby, of Portland, read a paper on "Education and the State," after which there was a general discussion of Professor Ferrin's paper. Superintendent Rigler, of Polk County, read a carefully prepared paper on the "Necessity for better teachers, and how to secure them," in which he argued in favor of State normal schools, teachers' institutes, educational journals, and better pay for teachers. A general discussion followed, in the course of which Superintendent Moses, of Linn County, spoke of the wisdom of increasing the pay of teachers. Superintendent J. T. Gregg, of Marion County, delivered an address on "Teachers' examinations," and Rt. Rev. B. Wistar Morris, one on the importance of careful early training. On Wednesday, Prof. M. Bailey, of the State University, discussed "Centripetal forces and gravitation;" Miss Christina MacConnell, of Portland, presented an excellent practical paper on "Science in school," and Professor Condon, of the State University, "The rights of evolution, or the sciences in the common schools," and Prof. Joseph Emory, of the State Agricultural College, the "Relation of common schools to colleges," showing the dependence of the lower and higher schools on each other. During the evening session an address was delivered by Rev. J. A. Gray, of Portland, and one by Prof. E. B. McElroy, State superintendent elect; a paper on "Reminiscences of a teacher" was read by Mrs. R. Newcomb, of Portland; recitations were given by Miss A. R. Luse and Miss Georgia Carpenter; and after a chorus by the Salem Glee Club the association adjourned.

## CHIEF STATE SCHOOL OFFICER.

Hon. L. J. POWELL, *State superintendent of public instruction, Salem.*

'Term, September 1, 1878, to September 13, 1882; E. B. McElroy, superintendent elect, then succeeding.]

## PENNSYLVANIA.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21) -----		<i>a</i> 1, 422, 377		
Enrolled in public schools -----	937, 310	931, 749		5, 561
Attending private schools and academies. <i>b</i> -----	27, 552	26, 710		842
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts -----	2, 193	2, 208	15	
Districts with libraries <i>b</i> -----	166	130		36
Graded public schools -----	7, 037	7, 257	220	
Schools with Bible reading <i>b</i> -----	13, 277	13, 987	710	
Schools teaching drawing <i>b</i> -----	4, 223	4, 916	693	
Schools teaching vocal music <i>b</i> -----	4, 230	3, 999		231
Schools teaching higher branches <i>b</i> -----	2, 158	2, 240	82	
Separate schools for colored youth <i>b</i> -----	68	66		2
Average school term in days -----	146. 74	146. 96	. 22	
Number of private ungraded schools <i>b</i> -----	354	308		46
Private academies and seminaries <i>b</i> -----	185	205	20	
First class public school-houses <i>b</i> -----	2, 994	3, 369	375	
Number having suitable furniture <i>b</i> -----	6, 782	7, 385	603	
Number badly ventilated <i>b</i> -----	6, 154	5, 861		293
Number unfit for use <i>b</i> -----	1, 436	1, 238	198	
Value of public school property -----	\$25, 467, 097	\$26, 605, 321	\$1, 138, 224	
TEACHERS AND THEIR PAY.				
Men teaching in public schools -----	9, 732	9, 359		373
Women teaching in public schools -----	11, 643	11, 993	350	
Whole number of teachers -----	21, 375	21, 352		23
Number employed more than 5 years <i>b</i> -----	6, 514	7, 163	649	
Number employed less than 1 year <i>b</i> -----	1, 629	1, 644	15	
Graduates of State normal schools <i>b</i> -----	722	860	138	
Attended State normals <i>b</i> -----	2, 898	3, 056	158	
Average monthly pay of men -----	\$32 36	\$33 66	\$1 30	
Average monthly pay of women -----	28 42	29 03	61	
RECEIPTS AND EXPENDITURE.				
Income for public schools -----	\$8, 046, 116	\$8, 798, 724	\$752, 608	
Expenditure for public schools -----	7, 482, 577	7, 994, 705	512, 128	

*a* United States census of 1880.*b* Not including Philadelphia.

(From State reports for 1879-'80 and 1880-'81 and returns from Hon. E. E. Higbee, State superintendent.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

Public school affairs are in charge of a State superintendent of public instruction, who is appointed by the governor, with the consent of the senate, and holds office 4 years. He is assisted by two deputy superintendents and four clerks chosen by himself. Local school officers comprise district school directors elected by the people for three years, one going out each year, and county superintendents chosen for three years by the school directors. In cities or boroughs there are boards of directors, one for each ward, having charge of the financial interests of the schools, the purchase, repair, &c., of school-houses, and boards of control, which manage everything else; but wherever the boards of directors of all the wards in a city convey the school property to the board of controllers, the city or borough is to form a single school district under the board of control, and three members are to be chosen from each ward. In cities or boroughs with over 5,000 inhabitants, superintendents (under a law of 1881) may be appointed by the school directors for a term of 3 years. Women are eligible to all school offices.

## OTHER FEATURES OF THE SYSTEM.

The schools are sustained by a State appropriation of \$1,000,000 annually and an annual district tax of at least 13 mills on \$1 of property; the tax must, in each county, equal its share of the State appropriation. Public schools must be taught from 5 to 10 months in each school year and be free to all resident youth 6 to 21. Teachers must have certificates of fitness to teach, and (under penalty of forfeiture of pay) must make monthly report to the board of directors. Boards of directors must report annually to their county superintendents, and the latter to the State superintendent, who makes annual report to the State legislature. Graded schools, normal schools, and teachers' institutes are a part of the system. Evening and half-time schools are authorized; also, schools for deaf-mutes, these last in any district having 20,000 inhabitants and 8 or more deaf children of school age. Distinctions of race and color in the public schools were abolished by a law that took effect July 4, 1881.

## GENERAL CONDITION.

As may be seen from the preceding summary there were (with about a million and a half youth of school age) 931,749 enrolled in public schools, a decrease of more than 5,000 during the year. It is not possible from the official reports to give the number in daily average attendance. There were 15 more public school districts and 220 more graded schools, the average length of term being about the same. Public school property increased in value by more than a million of dollars. More women were engaged in teaching and fewer men, the average pay of both being slightly increased. The receipts for public school purposes increased by \$752,608 and expenditure by \$512,128.

Throughout the State, exclusive of Philadelphia, which makes no report on these points, the number of private ungraded schools decreased by 46, that of seminaries and academies increased by 20, while the attendance on both classes decreased. Drawing was taught in 693 more public schools, the higher branches in 82 more, and vocal music in 231 fewer. There were more first class public school-houses and more with suitable furniture; fewer were reported "badly ventilated," but more as "unfit for use." Improvement in the quality of teaching is indicated by an increased number of teachers with long experience (649 more having been employed over 5 years continuously), as well as by the fact that 158 more had attended State normal schools and 138 more were graduates of such schools.

## KINDERGÄRTEN.

For statistics of Kindergärten reporting, see Table V of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

## OFFICERS.

The school government of cities generally appears under the heading State School System preceding. Philadelphia and Pittsburgh, under special laws, have boards of education which do not include the ward boards. Any city of over 5,000 inhabitants may by vote of the directors elect a school superintendent, who must have had skill and experience in teaching.



## STATISTICS.

Cities.	Population, census of 1880.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Allegheny <i>a</i> .....	78,682	9,916	8,291	207	\$223,883
Allentown <i>a</i> .....	18,063	2,758	2,307	56	62,236
Altoona .....	19,710	3,054	2,535	51	50,444
Bradford <i>a</i> .....	9,197	1,200	700	18	31,318
Carbondale .....	7,714	1,821	1,212	24	11,811
Chester .....	14,997	2,512	1,679	48	26,877
Columbia <i>a</i> .....	8,312	1,399	932	28	13,247
Danville <i>a</i> .....	8,346	1,667	1,053	28	13,076
Easton .....	11,924	2,291	1,688	52	40,443
Erie <i>a</i> .....	27,787	4,699	3,136	99	68,202
Harrisburg .....	30,762	5,667	3,824	109	93,825
Johnstown <i>a</i> .....	8,380	1,562	1,044	29	23,622
Lancaster <i>a</i> .....	25,769	3,441	2,674	68	79,960
Lebanon .....	8,778	1,500	1,200	30	18,881
McKeesport <i>a</i> .....	8,212	1,317	775	19	27,268
Meadville <i>a</i> .....	8,860	1,821	1,451	36	42,302
New Castle <i>a</i> .....	8,418	1,746	1,096	31	26,446
Norristown .....	13,063	2,218	1,599	44	39,875
Philadelphia .....	847,170	102,185	91,894	2,113	1,503,062
Pittsburgh .....	156,389	24,480	16,580	473	413,814
Pottsville <i>a</i> .....	13,253	2,678	1,800	48	32,720
Reading <i>a</i> .....	43,278	7,262	5,373	145	70,893
Scranton <i>a</i> .....	45,850	8,979	5,904	170	90,209
Shamokin <i>a</i> .....	8,184	1,927	1,062	27	14,800
Shenandoah .....	10,147	2,103	1,243	28	19,393
Titusville .....	9,046	1,482	1,142	34	54,926
Wilkes-Barre <i>a</i> .....	23,339	4,654	2,837	68	65,533
Williamsport .....	18,934	3,432	2,236	65	42,846
York .....	13,940	2,419	1,786	50	23,412

*a* Statistics from State report; where not indicated, from city return.

## ADDITIONAL PARTICULARS.

In *Allegheny* there was an increase during the year 1880-'81 of 113 pupils enrolled and of 13 in average attendance. The 205 schools were graded as primary, grammar, and high, the high school department having just graduated its first class, numbering 19. The school year was one of steady and satisfactory progress. Drawing was a regular branch of the course of study. Some excitement was caused by the abolition of the school for colored children and the admission of such children into the schools for whites as provided for by law, but it soon died out and no further trouble is anticipated.—(City report.)

*Allentown* reports 676 fewer pupils enrolled in public schools and 103 fewer in average attendance.

*Altoona* reports an increased public school enrolment and average daily attendance; 3,010 sittings for study; public school property valued at \$101,620; a high school, with 90 pupils enrolled under 2 teachers; and 900 pupils attending private or parochial schools.—(Return and State report.)

In *Bradford* the schools were graded as primary, grammar, and high, the last having 50 pupils under 2 teachers. About 350 pupils attended private and parochial schools.—(State report and return.)

*Carbondale*, with a decrease of 48 in the public school enrolment, had 125 more in average attendance. The schools were graded as primary, grammar, and high; they were taught in 7 buildings affording 1,470 sittings for study and valued, with all other public school property, at \$27,200. There was also an attendance of about 200 in private and parochial schools.—(Return and State report.)

*Chester* reports a slight increase in enrolment, but a falling off in average attendance on public schools. The public schools (primary, secondary, grammar, and high) were taught in 9 buildings, affording 2,100 sittings for study and valued, with other school property, at \$110,000. About 200 pupils were attending private and parochial schools.—(Return and city report.)

*Columbia*, with 21 public schools and school property valued at \$26,100, reports a decrease of 79 in public school enrolment and of 124 in average attendance, the per cent. of attendance on enrolment being 93.—(State report.)

*Danville* reports a decrease of 25 in public school enrolment, an increase of 5 in average attendance, 27 schools taught; and property valued at \$60,000.

*Easton* reports 24 more pupils enrolled in public schools and 75 fewer in average at-

tendance, 46 schools in session 10 months in 9 school buildings, valued, with other school property, at \$219,200.—(Return and State report.)

*Erie*, with 99 public schools, which were in session 10 months, and school property valued at \$293,200, increased her public school enrolment during the year by 445 and the average attendance by 226.—(State report.)

*Harrisburg* reports an increase of 375 in public school enrolment and of 133 in average daily attendance; 96 public schools taught 10 months in 22 buildings; value of school property, \$398,281; schools graded as subprimary, primary, secondary, intermediate, grammar, and high, the last having 240 pupils under 10 teachers; and 450 pupils attending private and parochial schools.—(Return and State report.)

In *Johnstown* there were 27 schools taught 8 months, and school property was valued at \$90,000.—(State report.)

*Lancaster* reports a decrease of 32 in enrolment and of 9 in average attendance, 68 schools taught 10 months, and school property valued at \$172,750.—(State report.)

*Lebanon* reports an increase of 25 in public school enrolment and of 150 in average attendance, 30 schools taught 8½ months, a high school, and about 300 pupils attending private and parochial schools.—(State report and city return.)

In *McKeesport* there were 18 public schools taught 9 months. Public school property was valued at \$60,000.—(State report.)

*Meadville* reports an increase of 75 in public school enrolment, of 85 in average attendance, the 36 schools taught 9 months, and school property valued at \$100,000.—(State report.)

*New Castle* had 159 more enrolled, yet 79 fewer in average attendance; the 27 schools were in session 8 months, and public school property was valued at \$45,000. About 40 pupils attended private schools.—(Return and State report.)

*Norristown* reports a decrease of 78 in public school enrolment, an increase of 96 in average attendance; 44 schools taught 10 months in 6 buildings, affording accommodation for 2,260 pupils; public school property valued at \$164,700; and a high school with 136 pupils enrolled and 134 in average attendance, 23 pupils having graduated in 1881. The superintendent considers the public schools in a satisfactory condition; teachers' institutes were held twice a month and well attended; the number of children not attending public or private school was thought to be small, and the number of truants diminishing.—(Return and State and city reports.)

The *Philadelphia* statistics show a decrease of 3,356 in public school enrolment and of 2,251 in average daily attendance. The 2,075 schools (arranged in 14 grades in primary, secondary, grammar, and senior departments, and including high, normal, and evening schools) were taught 10 months during the year, all the teachers but 77 being women. Public school property was valued at more than \$6,000,000. Several new buildings were completed and occupied during the year, adding 23 class rooms, with seats for 1,000 pupils. One building was in process of erection, but the necessities of the department far exceeded the appropriation for building, and many children were missing instruction for want of sufficient accommodations; it is believed that a million of dollars will be required during the next few years to supply sufficient school-houses for the city. The Central High School (for boys) enrolled 523 pupils; the Girls' Normal, 965. There were 41 night schools taught ten weeks, at a cost of nearly \$15,000. They were of great service to a large number of pupils, notwithstanding the short term, which, it is urged, should be lengthened to 4 months, only as many pupils being received as can be instructed for that length of time by the money appropriated. The president of the board reports that the schools are not doing as much as they should, owing, in his opinion, to a lack of superintendence. He says the teachers, although poorly paid, are capable and faithful, and the pupils studious; but through a defective system of examinations and promotions the cultivation of the memory has become the objective point and the measure of its power and accumulation the standard of scholarship; that routine and the letter have been cultivated and intellectual development and moral discipline left to chance. As a means of remedying these evils the recommendation favoring the appointment of a city superintendent is renewed. The special attention of the public school authorities has recently been drawn to industrial education. In addition to the introduction of sewing as a part of the instruction of the normal school, the board has assisted an effort made by Charles G. Leland to demonstrate the feasibility of making industrial education a part of the training of the public schools. It is admitted that this work cannot embrace the special arts of the trades but must be of a preparatory character, such as training the eye and the hand. Marked progress has been made in the teaching of drawing, the teachers having devoted special attention to the work of preparing themselves to give instruction in this branch, particularly as applied to the industries.—(City report and return.)

*Pittsburgh* reports a larger public school enrolment by 149 than the previous year and 253 more in average attendance, the 473 schools taught in 55 buildings, and school

property valued at \$1,900,000. The system comprised day and evening common schools, evening mechanical schools, and a high school. The last had normal, academic, and commercial departments, and enrolled 582 pupils. There were 2,336 pupils enrolled in the evening schools, under 32 teachers; the average attendance, however, was only 600, and the cost of instruction, based on average attendance during the term of 65 evenings, was \$4.44 per capita. The superintendent recommends the discontinuance of all except the mechanical schools, which were attended by a class of earnest young men, and advises the establishment of at least 5 of these, with a term of 6 months.—(Return and State and city reports.)

In *Pottsville* the public school enrolment decreased by 123, but the average attendance increased by 22. The 43 public schools were taught 10 months, by 7 men and 41 women, at a monthly cost of 69 cents per capita. Public school property was valued at \$217,500. (State report.)

In *Reading* there was an increase of 788 in the number enrolled in public schools and of 96 in average attendance. The 48 schools were taught 10 months in 26 school buildings having 146 rooms for study and seating capacity for 7,551 pupils. The high school enrolled 324 pupils and had 318 in average attendance under 9 teachers. There was an estimated enrolment in private and parochial schools of 960.—(Return and State report.)

*Seranton* reports 84 schools taught 10 months, at a monthly cost of 73 cents per capita, and school property valued at \$300,000.

*Shamokin* reports an increase of 284 pupils enrolled in public schools and of 112 in average attendance; 26 schools taught 9 months, at a monthly cost of 55 cents per capita; and school property valued at \$40,000.—(State report.)

*Shenandoah* had 310 fewer pupils enrolled in public schools and 249 fewer in average attendance. The 28 schools (primary, grammar, and high) were taught nearly 9 months, at a monthly cost per capita of 59 cents. There were 80 pupils enrolled in the high school and 53 in average attendance. Public school property was valued at \$61,000. An important addition made during the year to the educational facilities was the nucleus of a public school library.—(State and city reports.)

*Titusville* reports 353 fewer pupils enrolled in public schools and 38 fewer in average attendance; 28 schools taught for 10 months in 4 buildings, affording seats for 1,632 pupils. Public school property was valued at \$64,275.—(Return and State reports.)

In *Wilkes-Barre* enrolment and average attendance are reported to have nearly doubled, the former having increased by 2,916, the latter by 1,595. The 68 schools were taught 10 months, at a monthly cost of 74 cents per capita. Public school property was valued at \$176,807.—(State report.)

The *Williamsport* public schools had 56 more pupils enrolled than during the previous year, and 20 more in average attendance. The schools were taught 8 months, at a monthly cost of 87 cents for each pupil, in 25 school buildings capable of seating 3,485. In the high school, 133 pupils were enrolled and 100 were in average attendance under 4 teachers. Public school property was valued at \$142,250. More was done during the year than ever before towards making drawing popular, and excellent progress was made in this branch. There were about 1,300 pupils attending private or parochial schools. (State and city reports and return.)

*York* reports a slight decrease in public school enrolment, but an increase of 24 in average attendance; 47 schools taught 9 months, at a monthly cost of 85 cents per capita, in 9 school buildings capable of seating 2,465 pupils and valued, with other school property, at \$125,000. About 260 pupils attended private and parochial schools.—(State report and city return.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

The 10 State normal schools, according to a table in the State report, had an attendance during the year of 3,185 pupils in normal studies (1,864 of them men) and 270 graduates, of whom 120 were men. The whole number of graduates since the recognition of these schools was 2,196: 1,145 men and 1,051 women. The courses of study, arranged by a convention of the principals under the advice of the State superintendent, are elementary, classical, and scientific. Most of the students choose the first, which requires two years for its completion; only 4 out of 270 graduates during the year were from the other two courses. These schools are not exclusively professional, but include a number of academic studies. They are also of a mixed character in their relations to the State, being public in some respects and private in others. The aid given by the State is not to the schools, but to the students in them and to graduates. Students who agree to teach in the common schools receive, in ordinary cases, 50 cents a week; and graduates who agree to teach in the State schools two full years may receive \$50. The legislature which created these schools demands of them extensive appliances, such as grounds of



not less than 10 acres in area and buildings to accommodate 1,000 students. Under this system some of the schools have become heavily involved, and their friends or the State will have to assist them if they are to be kept in operation.—(State report.)

#### OTHER NORMAL TRAINING.

The *Normal School for Girls*, Philadelphia, belongs to the public school system of that city and prepares nearly all the city teachers. Its course of study for graduates extends over 3 years, but those who desire to teach must remain another year and show by work in the school of practice that they are able to train and control children; after this they receive certificates to teach in the city public schools. There were 965 pupils enrolled at the close of the year and nearly 98 per cent. of those enrolled were in average daily attendance. It is estimated that about 60 per cent. of the pupils enrolled in this school graduate and that about 70 per cent. of graduates receive certificates. Since the establishment of the school, in 1848, there have been 6,516 students in it, of whom 2,996 were graduated. The only change in the course of instruction during the year was the addition of sewing. In this branch all engaged willingly, and rapid improvement was made.—(City return and report.)

*Lycoming County Normal School*, Muncy, had 135 students during the year (94 of them men) and graduated 20, all of whom engaged in teaching. The course of study extends over 3 years of 20 weeks each.—(Return.)

The *Brethren's Normal College*, Huntingdon, reporting 309 pupils in normal classes, presents 3 courses of study, classical, scientific, and normal English; the last, similar to the elementary course in the State normal schools, occupies 2 years; the scientific is the same as the normal English course for the first two years and then adds two years in Latin, German, higher mathematics, and science; and the classical is the ordinary 4 years' college course.—(Catalogue.)

*Pine Grove Normal Academy*, Pine Grove, reports preparatory, philosophical, and scientific courses of study, the last making some provision for the training of teachers.—(Catalogue.)

The *Institute for Colored Youth*, Philadelphia, having 152 pupils studying the higher branches, reported 50 in a normal class.

*Lewistown Academy*, in its fourth year in 1881, reports more attention devoted to normal work than formerly. There was a teachers' class in which careful attention was given to methods of instruction and government.

The *Philadelphia Training School for Kindergartners* and the *Centennial Kindergarten Training School*, Philadelphia, each with a course of study extending over 1 year, had, respectively, 22 and 13 students; 34 graduated, of whom all but 3 engaged in teaching.

#### TEACHERS' INSTITUTES.

County institutes were held, according to law, in all the 69 counties of the State. They remained in session from 4 to 10 days, nearly all, however, continuing 5 days, the minimum length of session required by law. The average number of members present was 12,919, being all the members employed in teaching but 846. There were 491 instructors and lecturers employed, at a cost of over \$16,000. Of the \$26,898 expended on the institutes, \$6,395 were received from members, the remainder from county funds and other sources.

District institutes also were sustained in 47 of the counties and in 12 cities and boroughs, the whole number reaching 472. These institutes are authorized (but not required) by law to meet on two Saturdays of each month, which days are to be counted in to make the legal month of labor required of teachers, and pay for the time spent at the institutes is to be continued. The cities of Philadelphia, Pittsburgh, and Altoona have special laws regarding institutes.

#### EDUCATIONAL JOURNALS.

The chief educational journal in the State, the *Pennsylvania School Journal*, a monthly published at Lancaster, was in its twenty-ninth volume during 1881. Being the official organ of the department of education, it affords teachers much valuable information on general educational topics as well as full reports of educational associations in the State.

Other educational journals are *The Educational Review*, Pittsburgh (a consolidation of *The Allegheny Teacher*, *The Educational Voice*, and *The Teachers' Advocate*), *The Teacher*, Philadelphia, *The Student*, Westtown, and three papers published by the *Indian School* at Carlisle, *The Morning Star*, *The School News*, and *Eadle Keahtah Toh*.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

Outside of Philadelphia there were 2,240 public schools in which some of the higher branches were taught, an increase of 82 over 1879-'80. Of these, 120 were in the 24

cities and boroughs reporting (an increase of 3) and 2,120 in the 65 counties reporting (an increase of 79). There is no information given in the report of the State superintendent as to the condition and progress of these schools. The president of the Philadelphia school board, in speaking of the Boys' Central High and the Girls' Normal Schools in that city (which train many in high school studies who do not become teachers), reiterates the complaint against the "quota" system of admission to these schools. Promotions are not based on merit, but on a representation from all the grammar and consolidated schools whose pupils reach a medium standard of qualification; this often compels pupils of superior scholarship and ability in some schools to give way to those from other schools who are greatly inferior. The remedy urged, but as yet refused, is the adoption of a competitive examination as the basis of admission. More room was called for to meet the large increase in applications for admission to the Boys' Central High School. An addition to the Girls' Normal School building was also recommended, so that the department of practice might be enlarged by a primary and secondary school for boys, inasmuch as female teachers thoroughly qualified for managing girls sometimes fail when placed over a class of boys. The average attendance of the Boys' Central High School was 521; that of the Girls' Normal School, 944; in both, 1,465. None were graduated from the Central High School in 1881.—(State and city reports.)

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and summaries of them in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION.

##### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of the 27 institutions for superior instruction in Pennsylvania appearing in Table IX, all but 4 present arrangements for preparatory training, the exceptions being Lafayette College, Easton (Presbyterian), Haverford College, Haverford (Friends), University of Pennsylvania, Philadelphia (non-sectarian), and Lehigh University, South Bethlehem (Protestant Episcopal), which confine themselves exclusively to collegiate work. All the colleges had classical collegiate courses of 4 years, generally of fair grade, and most of them had scientific courses (see p. 222). Lehigh University allowed students to select special studies from the general courses; 4 had arrangements for military drill and tactics; Swarthmore College (Friends) had a "literary" course of 4 years in modern languages, English literature, &c.; several had normal courses, and several others, commercial courses; Pennsylvania Military Academy, Lafayette, Haverford, and Muhlenberg Colleges, the University of Pennsylvania, Lehigh University, and the State College made provision for definite studies after graduation. Lehigh required such studies for the degrees of M. A., PH. D. and D. S. to be pursued under direction of its faculty for 2 years and to be followed by an examination and a thesis. Lafayette required an examination and thesis for the degree of PH. D. Haverford required non-resident graduates who were candidates for the degree of M. A. or M. S. to pursue an indicated thorough graduate course for 3 years and then to pass a satisfactory examination, but resident graduates are admitted to the examination after a shorter period of study, at the discretion of the faculty; while the higher degrees of PH. D. and SCI. D. could only be obtained by the masters of arts and sciences thus made, after further examination of a high character.

For the statistics of institutions of this class, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

##### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

In Table VIII of the appendix may be found a list of sixteen schools that have been organized for the superior instruction of young women exclusively, with such statistics as have been received from them; a summary is given in a corresponding table in the report of the Commissioner preceding. Nine of these schools hold charters from the State.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

##### SCIENTIFIC.

The Pennsylvania State College, State College, answering to the colleges of agriculture and mechanic arts in other States, had, in 1881, as previously, a general scientific course of 4 years, branching off from which for the last 2 years were technical courses in agriculture, natural history, chemistry and physics, and civil engineering; provision was also made for special study. Similar courses existed in the Pardee Scientific Depart-



ment of Lafayette College, Easton; Western University of Pennsylvania, Pittsburgh, since temporarily removed to Allegheny; Lehigh University, South Bethlehem, and Swarthmore College, Swarthmore. Lehigh also had a course of 4½ years in mining and metallurgy and one of 2 years in astronomy for graduates, as well as other graduate courses. The Towne Scientific School of the University of Pennsylvania, Philadelphia, in 1830-'81 provided 6 courses in chemistry and mineralogy, geology and mining, civil engineering, mechanical engineering, drawing and architecture, and preparation for medical study; these courses now occupy each 3 years, following 2 years of preparatory work in mathematical, scientific, and English studies, a year of work having been added in 1881. The Franklin Institute, Spring Garden Institute, and Wagner Free Institute of Science, all in Philadelphia, cultivated the same field of instruction in practical sciences, the three having libraries and lectures to aid the working classes and others in the study of mechanics, engineering, telegraphy, and other branches, and giving some instruction in handicrafts and industries. Schools for mechanical, free hand, and architectural drawing aided in this instruction, the Spring Garden Institute, at least, keeping open a day as well as a weekly evening school, with encouraging results. There were also practice shops, in which experienced workmen taught the use of mechanical tools employed in filing, drilling, turning, forging, reaming, key fitting, &c. For ladies there were lessons in cookery.

Through the liberality of Mr. Joseph Wharton, of Philadelphia, a new "School of Finance and Economy" was founded in 1881, in connection with the University of Pennsylvania, with an endowment said to be of \$100,000 and with a course of 3 years; it is designed to afford facilities for the study of the financial, economical, industrial, and legal principles involved in the current problems of business life. Thirteen students were enrolled for the first year.

In the University at Lewisburg a new study has been introduced and required in the classical and scientific courses: anthropology is taught with the aid of illustrative material, "the object of which is to convey correct ideas upon the nature and origin of man, in opposition to erroneous theories of his relationship to the brute creation and his participation in its destiny."—(Letter from president.)

For statistics of scientific schools reported, see Table X of the appendix; for a summary of such statistics, a corresponding table in the report of the Commissioner preceding.

#### PROFESSIONAL.

*Theological.*—There were 17 theological schools and classes in the State reported for 1880-'81, of which 15 had a 3 years' course, requiring for admission a collegiate diploma or other evidence of preliminary training. Of these 15, 2 were Presbyterian: the Western Theological Seminary, Allegheny, and the theological department of Lincoln University, Lincoln; 3 were Roman Catholic: the theological course in St. Vincent College, Beatty's, the Philadelphia Theological Seminary of St. Charles Borromeo, Overbrook, and the Augustinian Monastery of St. Thomas of Villanova; 2 were Reformed Church: the theological department of Ursinus College, Freeland, and the Theological Seminary of the Reformed Church in the United States, Lancaster; 3 were Evangelical Lutheran: the Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States, Gettysburg, the Theological Seminary of the Evangelical Lutheran Church, Philadelphia, and the Missionary Institute, Selinsgrove. Other denominations were represented by single institutions, as follows: The Divinity School of the Protestant Episcopal Church, Philadelphia; the Meadville Theological Seminary, Meadville (Unitarian); Crozer Theological Seminary, Upland (Baptist); the Theological Seminary of the United Presbyterian Church (Allegheny); the Moravian Theological Seminary, Bethlehem; the biblical elective course in Dickinson College, Carlisle (Methodist Episcopal), and a similar course in Waynesburg College (Cumberland Presbyterian).

The schools at Lancaster and Gettysburg, in addition to other requirements, admit all on a 6 months' probation, while the Meadville school had preparatory and graduate courses. The Gettysburg school reported property valued at \$60,000, a fund of \$80,000, with an income of \$4,200; while the Meadville school reported property valued at \$30,000, a fund of \$157,000, with an income of \$8,700, and \$23,297 in gifts and bequests during the year. The Augustinian Monastery, near Philadelphia, is the mother house, novitiate, and studium of the order in the United States.

The total number of instructors in the foregoing schools was 68; students, 511. For more detailed statistics of the theological schools reporting, see Table XI of the appendix, and a summary of this in the report of the Commissioner preceding.

*Legal.*—The law department of the University of Pennsylvania in 1880-'81 reported 5 professors and instructors and 141 students, of whom about one-third had received a degree in letters or science; 49 were graduated from its 2 years' course of 34 weeks each. The qualifications for graduation are attendance on the full course of instruction both by lectures and examinations, the preparation of an essay on some legal subject, and the passage of an examination. Two prizes of \$50 and \$25 are awarded for the best and



second best essays from the annual graduating classes. Admission to practice in the court of common pleas and orphans' court of Philadelphia is acquired by the fact of graduation from this school, but before becoming entitled to register as a student of law the candidate for admission must pass a preliminary examination conducted by the courts of Philadelphia County in all the branches of a good English education.

*Medical.*—There were 5 medical schools (all in Philadelphia) reporting for 1880-'81, against 4 the previous year, 4 being regular and 1 homœopathic. The medical department of the University of Pennsylvania (regular), organized in 1765, had 46 professors, lecturers, demonstrators, and assistants, with 375 students, of whom 115 graduated. It required a three years' graded course of 22 weeks yearly, and provided gratuitous optional instruction during 14 weeks. Since 1880 it has required for admission a preliminary examination for those who are without evidence of suitable literary qualifications and is gradually raising the standard of this examination. Jefferson Medical College (regular), organized in 1825, had 15 instructors, and graduated 205; there were 609 students in the lower class. While still preserving its 2 years' ungraded lecture course, the annual term was lengthened to 24 weeks. No examination was required for admission; for graduation the usual 3 years of study were required. The Woman's Medical College (regular), organized and chartered in 1850, reported a faculty and corps of auxiliary instructors of 19, with 100 students, graduating 19. It has since 1880 required a 3 years' graded course of 20 weeks each year, presenting also an optional spring course for 1881. No preliminary examination is required except for those coming in on scholarship foundations. For graduation the requirements are those common to schools of this grade. The Medico-Chirurgical College (regular) began its first session April 4, 1881, with 13 professors and instructors, and reported 31 students. It announces a 3 years' graded course of 24 weeks each year and requires preparation in English studies, natural science, and Latin and Greek. The instruction given is in a marked degree individual, and it is the intention to graduate only thoroughly instructed students. The Hahnemann Medical College (homœopathic), organized in 1848, for 1881 reported 19 professors and instructors, with 199 students; it graduated 83. For matriculation, students must present evidence of qualification for the study of medicine, and for graduation must have attended the 3 years' course and present a satisfactory thesis. A supplementary course, during the spring months, afforded students taking a 3 years' course facilities for duplicating their study of subjects which might have been imperfectly attended to and for those attending 2 years an opportunity to complete the full 3 years' course within 2 years. There was also a graduate course for such old school physicians as desired to study homœopathy.

*Dentistry* continued to be taught in 3 schools, all in Philadelphia: (1) The dental department in the University of Pennsylvania (1878) in 1881 had 28 professors, demonstrators, and instructors, with 110 students and 47 graduates. For matriculation, a preliminary examination in English studies was to be required after 1881; while, for graduation, the students must have attended the regular graded course of 2 years, have studied 2 years under a private instructor, and present a satisfactory thesis and specimens of dental work. (2) Pennsylvania College of Dental Surgery (1855) reported, for 1880-'81, 35 professors, demonstrators, and clinical instructors, with 132 students, graduating 64. Attendance on 2 full winter courses of 20 weeks each and 2 years' study under a private teacher are required, the spring and fall sessions being optional. No preliminary examination was required. (3) Philadelphia Dental College (1863) presents the same requirements as the Pennsylvania College, except that it offers spring and fall terms as an equivalent for the required 2 years of private instruction.

Two colleges of *pharmacy* reported in 1880-'81: the Philadelphia College (1821), with 3 professors and instructors and 350 students, graduating 140 in 1881, and the Pittsburgh College (1878), with 3 professors, 20 students, and 5 graduates. In both, the requirements were 2 lecture courses of 20 weeks each and a 4 years' apprenticeship to the drug business.

For statistics of medical, dental, and pharmaceutical schools, see Table XIII of the appendix; and for a summary, the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Pennsylvania Institution for the Deaf and Dumb*, Philadelphia (1821), reported 23 teachers, with 402 pupils, during the year ending December 31, 1881, and 319 at the beginning of 1882; the average time spent in the school is about 5 years. Of the whole number, 292 were supported by the State, 20 by New Jersey, 1 by Delaware, and the others by Philadelphia, Crozer scholarship, and friends. No information is given as to school work, except that instruction in articulation had proved satisfactory for children between 6 and 10. In the various industries good progress had been made, especially in lithography, tailoring, shoemaking, and sewing. The work in the sewing de-

partment required 5,089 yards of dress goods, 2,912 of muslin, 1,469 of shirting, 1,268 of towelling, 1,017 of lining for garments, and 284 of flannel. The figures show that of the 77 admitted during the year only 11 were born deaf, and that of the 66 made so by disease 11 were due to scarlet and 18 to spotted fever; deafness occurred in 36 cases before 3 years of age and in 20 cases between 3 and 5. Financially the year was prosperous. Two legacies of \$5,000 and \$3,000, respectively, were given, while the legislature, having for two years refused appropriations, at its last session not only made an appropriation, but paid the debt of the institution incurred in supporting itself for two years.—(Report.)

The *Western Pennsylvania Institution for the Instruction of the Deaf and Dumb*, Turtle Creek (1876), reported 7 instructors, including the principal, and 3 in the domestic department, including the physician, with 119 pupils and an average attendance of 96. Of the whole number attending during the year, 46 were born deaf, the other 73 were made so by disease, 62 while under 3 years of age, 15 by cerebro-spinal meningitis, and 12 by scarlet fever. In the school department the good work done was seen in the improved intelligence and conduct of the pupils. Articulation and lip reading were taught to such as were likely to be benefited thereby. Applications for admission were largely in excess of room and enlargement was strongly urged. No trades were taught. The year is said to have been a prosperous one.—(Report.)

Under an act of the legislature of 1876, 3 day schools for the deaf and dumb were established at Erie, Philadelphia, and Scranton; the 2 former, taught on the articulation plan, had 32 pupils; while the last, taught by a former pupil of the Pennsylvania institution on the manual labor plan, had 15 to 20 pupils.—(Report of Pennsylvania institution.)

#### EDUCATION OF THE BLIND.

The Pennsylvania Institution for the Instruction of the Blind, Philadelphia (1833), had 30 teachers and assistants and 192 pupils December 1, 1881. The literary department comprises a fair grammar school course and some advanced branches of the high school, raised letters being constantly used. The musical department includes instrumental and vocal music, organ, piano, and orchestra, with piano tuning and repairing. The trades taught were brush, broom, and mattress making, cane seating, carpet weaving, Indian basket work, machine, hand, and mattress sewing, crocheting, knitting, bead work, &c., amounting, in value of work during the year, to \$6,299. For the support of 145 pupils for the year, the State gave \$43,500. Real estate, including buildings and personal property, was valued at \$205,000.

#### EDUCATION OF THE FEEBLE-MINDED.

The Pennsylvania Training School for Feeble-Minded Children, Elwyn, since its establishment in 1852, has admitted 1,040 children, of whom 30 or 40 per cent. have been improved and returned to their homes. There were 383 inmates for the year ending September 30, 1881, of whom 60 were admitted during the year and 28 discharged, leaving 355, against 323 the previous year. Of these, 191 were supported by the State, 50 by New Jersey, 1 by Delaware, 16 by Philadelphia, the others by guardians, &c. In the school department there were 173 and in the manual 103, while in the asylum and nursery there were 79. During the year two new buildings were erected, one in which systematic instruction was given in laundry work to groups of feeble-minded children, the other a large school building. The State also appropriated \$60,000 for the immediate erection of two asylum buildings for the use of hopeless cases.—(Report of State board of charities and State report.)

#### EDUCATION OF ORPHANS.

In the system by which the State provides for the support and education of orphan and destitute children of soldiers, the law from 1864 required that the children entering at 5 years of age must leave at 16. Since the inauguration of these schools, about 7,500 have been honorably discharged at 16, and some 2,000 others "on order," before reaching 16, leaving 2,600 in the different schools in 1881. Of these schools, which in 1879-'80 numbered 18, only 7 reported for the current year. In these, 6,635 had been instructed since their organization, while during the year there were 1,612 inmates, with 126 teachers. The school course embraces the common English branches, including drawing and instrumental and vocal music. Five report 2,360 volumes in their libraries. The industries common to most of them were farming, gardening, and some of the most useful trades for the boys, while the girls were trained in general housework and in some cases in flower raising. Of those who have gone out, 90 per cent. have become good citizens, earning a livelihood in respectable callings, including the leading professions.—(Returns and Pennsylvania School Journal.)

*Girard College for Orphans*, Philadelphia (1848), for 1880-'81 reported 2,776 inmates since its foundation, and 878, with 59 teachers, during the year. The age for admission



is between 6 and 10. The age for leaving is 18, when the student must be bound out to some trade, with an outfit worth \$50. For school instruction the classes are grouped into larger divisions, corresponding to primary, grammar, and high schools in the city system. At suitable age, the boys are to work in iron and use machinery. The permanent fund is \$9,383,437 and afforded for 1881 an income of \$867,879. The school has a library of 7,902 volumes; increase during the year, 375.—(Return and circular.)

The *Educational Home* and the *Lincoln Institution*, both in Philadelphia, while separate in management, were connected with respect to the work they undertook; the Home received children at 2 years of age and at 12 transferred them to the Lincoln Institution. During the year the Home had 211 inmates, of whom 82 were soldiers' orphans. At the proper age 17 were transferred to the Lincoln Institution, which reported 95 enrolled. During 1880 the Lincoln Institution purchased a farm near Sioux Falls, Dak., called the Meade farm, where it proposes to give its boys a chance to study farming, herding, and mechanics, with a view to healthful self support.—(Reports.)

The *Burd Orphan Asylum of St. Stephen's Church*, Philadelphia, Protestant Episcopal (1862), among the noble institutions of the city, was founded and endowed by the late Mrs. Eliza H. Burd with \$500,000. It receives white female orphan children from 4 to 8 years of age, first of Philadelphia, then of the State, and then others, except that in all cases orphan daughters of clergymen of the Protestant Episcopal Church have precedence. The asylum consists of a group of buildings located on a lot of 45 acres, partly within the city limits. The inmates receive a good English education, with instruction in music, drawing, embroidery, sewing, typewriting, shorthand, housework, cookery, &c. Pupils must leave at 18 years of age, and are provided with an outfit and \$25 in cash. Since its foundation 135 had been received; there were 60 during the year under 7 teachers. Its benefits are gratuitous, there being a permanent fund of \$400,000; income for the year \$17,938 and expenses \$16,458. A library of 4,000 volumes is reported.—(Circular and return.)

#### INDUSTRIAL AND REFORMATORY TRAINING.

Two distinctively reformatory schools reported for 1880-'81, viz, the *Pennsylvania Reformatory School*, Morganza (1850), and the *Night School House of Correction*, Philadelphia, (1874). The former had 42 teachers and admitted children between 7 and 21 years of age; it enrolled 307 inmates for the year, of whom only 153 could read and write when committed, while of the remaining 154 it is said that 40 learned to read and 85 to write after committal. The common school branches, including music, were taught, while the industrial training was in general farm work, gardening, and domestic work, including laundry. The trades taught were baking, saddlery, harness and shoe making, tailoring, carpet weaving, and painting. Of the 3,601 committed since 1850, 80 per cent. had become orderly and useful citizens. Homes are provided for the homeless. Total cost for the year, \$34,023, or \$111 per capita; total earnings, \$2,837.—(Return.)

The *Night School House of Correction*, under municipal control, is designed for adults who have sunk into degradation and are committed for short periods for restraint and instruction. It has 3 or 4 teachers who give instruction in the ordinary English studies as well as in morals. The number in school during the year was 120, of whom 6 learned to read and 8 to write.—(Return.)

Besides these, 23 institutions reported which combine the support and education of orphan and destitute children with industrial or reformatory training. Of these, 12 were incorporated; 6 were in Philadelphia and the others in different parts of the State; 7,055 children had been admitted since organization; there were 1,107 inmates during the year, under 115 teachers. In all but 1 the common English studies were taught, and, in nearly all, music, and, in all but 5, industries proper to the age and sex of inmates. On discharge those not having homes or friends were indentured to trades or placed in good families. Four report permanent funds, amounting in all to \$242,600, while 7 had libraries with a total of 5,150 volumes. The parents of most of the inmates were native born.—(Returns.)

#### TRAINING OF INDIANS.

The Training School for Indians, Carlisle (1879), under the control of the General Government, reported for the year ending October, 1881, 295 Indian pupils, from 24 different tribes, of whom 99, from 10 different tribes, were added during the year. In the school work the chief point for the first two years is the mastery of the English language. For the more advanced, the aim is a practical knowledge of the elementary English branches, in which, especially in spelling, writing, and arithmetic, progress was remarkable, while in the several branches of industry the improvement is said to have been more than satisfactory. The first annual examination was held June 15, 1881, at which nearly 800 visitors were present, among whom were prominent educators from all parts of the country, who expressed great satisfaction at the results attained.—(Report of Indian Commissioner.)



## TRAINING OF NURSES.

For statistics of training schools for nurses, see Table XVII of the appendix, and a summary of it in the report of the Commissioner preceding.

## ART EDUCATION.

The *School of Design for Women*, Philadelphia, held its annual reception June 10, 1881, in its new building, on North Broad street. It had about 250 students, 14 of whom graduated. The work displayed by the students included oil and water painting, silk decorations, designs for various purposes, wood engraving, landscape drawing, china painting, crayon and India ink drawing, still life in oil and water colors, and a variety of other art work. Many specimens were the result of the year's study, showing fine taste and great proficiency.

During the summer of 1881 classes in industrial and decorative art were taught in one of the public schools of Philadelphia, under the direction of Mr. Charles G. Leland, at first in the evening, but soon followed by classes in the afternoon. As the result of 3 months' work Mr. Leland reported to the school committee: "We are quite capable, even now, of producing work which would meet with ready sale," and he added that in a few days he could qualify all the scholars to fill orders for ordinary sheet brass work and wood panels suitable for common decoration. The board of education authorized Mr. Leland to introduce into the public schools instruction covering the rudiments of tile painting, leather work, wood carving, sheet metal work, etching, papier mâché work, glass work, pottery, painting, modelling in clay, art needle work, stencilling, illumination, and of a number of other art industries.

The *Pennsylvania Museum and School of Industrial Art*, Philadelphia (1875), reports an encouraging advance toward the position of usefulness which it was projected to fill. With the aid of \$10,000 from the city the museum was opened to the public and during the year was visited by 128,729 persons. The School of Art made steady improvement, having a 3 years' course in which 62 students had received instruction in 23 different occupations during the year.

The *School of Design for Women*, Pittsburgh, which reported for 1879-'80, sends no report for 1881; nor does the *Art School* at Meadville, opened in 1880.

## TRAINING IN ORATORY.

The National School of Elocution and Oratory, Philadelphia (1873), admits both sexes and provides courses in elocution and oratory. In 1880 there were 219 students, under 19 instructors.

## TRAINING IN MUSIC.

The *Musical College and Pennsylvania Normal Music School*, Freeburgh, Prof. F. G. Moyer conductor, continued to offer to both sexes its advantages for training in all branches of vocal and instrumental music. Its yearly conventions have been largely attended and with increased interest. Other musical schools are *Madame Seiler's School of Vocal Art and Instrumental Music*, Philadelphia, and the *Philadelphia Conservatory of Music*, from which no report has been received.

## KITCHEN GARDEN INSTRUCTION.

Classes in kitchen garden training are said to have been formed in Philadelphia in 1881 of which no official report has been received at this Bureau.

## EDUCATIONAL CONVENTIONS.

## STATE ASSOCIATION.

The twenty-seventh annual session of the State Teachers' Association was held at Washington, Pa., July 26-28, 1881, President Newlin in the chair. Superintendent E. W. Mouck gave the address of welcome. He was followed by the president, who congratulated the friends of education that the advance in the respectability, influence, and efficiency of teaching had been marked and rapid; that compensation had been increased; that the work had been made more attractive by classification and grading, as well as by improvement in school architecture, furniture, and apparatus, so that some of the best graduates of the highest schools of learning were entering upon teaching in preference to law or medicine. By way of improvement he suggested that the disciplinary value of the common branches was underrated in the haste to reach the higher studies; that the curricula of the common and high schools were too crowded to secure thoroughness in any branch. After a brief discussion, which developed some difference of views on this subject, a paper was read by Prof. John C. Dolan on "Mental science as the basis of teaching." It discussed at length the subject of teaching from a scientific standpoint, and assumed that before the art of teaching can command the respect which it ought to deserve it must be based upon the principles of mental science, and

that teachers must understand those principles so as to apply them in the work of the school room. The evening session was opened by a paper by Rev. J. B. Young, of Altoona, showing the widespread circulation of vicious literature and its shocking results in producing youthful crime. Then came a lecture by Rev. C. T. Steck, of Indiana, showing the folly and injustice of hero worship when given simply to eminence or success. The heroic quality slumbers in the masses of ordinary humanity, but some high occasion may call it out, and it is often exemplified in common life. The paper read on Wednesday morning by Prof. E. O. Lyte was a report from a committee appointed to consider teachers' studies, examinations, and degrees. Teachers' certificates were too plenty and too cheap; such a standard should be required as will give them real professional value; a more definite statement of the work required in the professional studies was demanded; the scientific and classical courses in the normal school should be dropped, and the elementary enlarged by one year's studies; this course should be carefully graded and annual examinations should be held. It was recommended that a State certificate, good for one year, be given those who complete the first year; one good for 3 years, to those who complete the 2 years' course; while those completing the 3 years' course should receive a graduate diploma, with the degree of bachelor of teaching, giving authority to teach 5 years without further examination. After 3 years of successful teaching, the degree of master of teaching should be conferred on the holder of a bachelor's degree and no further examination should be required.

Prof. J. A. Cooper addressed the association on appliances and apparatus for elementary teaching, and how to obtain them. This was followed by a paper by Dr. J. H. Shumaker, emphasizing some important lessons for teachers of our public schools growing out of the relation of innocent pupils to crime in school. In the afternoon Hon. J. Q. Stewart read a paper on "Needed legislation." The points discussed were: (1) to extend the annual school term to 6 months; (2) to permit boards of directors to provide text books out of the district funds and furnish them to the pupils free of cost for use in the schools; (3) to change the mode of electing county superintendents and to provide for the payment of the necessary expenses incurred by directors in attending the triennial convention; (4) to recommend to school boards to establish graded schools in the country districts of the State. This was followed by a plea for the study of æsthetics in the public schools, by Dr. N. C. Shæffer, who contended that this is just the study which we as a people are in danger of neglecting. True culture is fourfold, physical, intellectual, moral, and æsthetic. Æsthetic culture should crown the intellectual training of our schools. Wednesday evening was spent in the "wonder land" of the Yellowstone National Park. The lecturer, Prof. W. I. Marshall, of Massachusetts, gave an entertaining history of the discovery and exploration of this wonderful region and illustrated the curiosities of the park by views on a screen. Superintendent S. J. Craighead read a paper on "Local institutes," in the consideration of which the leading idea was that though not a panacea for all the troubles in school work, yet there is a place for them in every locality where there are energetic teachers; that when established they should receive the encouragement of every intelligent citizen; and that teachers and director should participate in the discussions. Prof. L. H. Durling followed with a paper on the high school question. The common school, it was argued, does not furnish the education required to prepare our youth for citizenship in a free republic: a taste for pure literature should also be cultivated and there should be education in skilled labor. Our boys and girls have a right to demand an education going beyond even the grammar school, until they are able to observe accurately and think closely. The high school is the crown of the common school system.

Prof. Luckey, of Pittsburgh, then exhibited his "lightning calculator" method by a class of 15 pupils averaging  $10\frac{1}{2}$  years of age, who added, subtracted, multiplied, and divided large examples in 43 seconds or less. This, he stated, was not phenomenal, as any child of average ability with proper training could do the same work.

The paper by A. M. Gow, which followed, dealt at length with mistakes in the present schools, the most important of which were believed to be the following: That it is a mistake to offer prizes as incentives in the schools, which should have no other purpose than to educate in the duties of citizenship; to have exhibitions at the close of every term; to spend years in studies which are not preparatory to still higher ones; to graduate girls from the high and normal schools at 15 or 16 years of age and then allow them to teach; to suppose that a person is fit for a teacher because he can pass an examination in text book knowledge; and that the schools can be kept up to any degree of efficiency without the coöperation and support of the people. Considerable discussion followed. Miss Lelia E. Patridge then gave an account of what she had seen in the Quincy schools. She was followed by Dr. Wickersham, who said he had just returned from the meeting of the National Educational Association at Atlanta, Ga., and who gave an account of the awakened interest in the South in free public schools. Dr. E. E. Higbee, State superintendent of public instruction, then addressed the association on the question "How shall we secure and keep active in our Commonwealth the best quali-

fied class of common school teachers?" He said: "We have the best material, but we need improvement in our system of educating teachers. The high school should lead to the college course, so that the teachers should have thorough scholarship; then they must thoroughly master the art of imparting knowledge. We need for this 1 or 2 real normal schools, into which may enter the graduates of our colleges, academies, high schools, and our present normal schools, where students may be thoroughly grounded in the philosophy, theory, and art of teaching, and out of which, in a year or two, they may pass with a degree given by the State that shall give the dignity of proven scholarship to the positions they take in the schools." Memorial addresses on Professors S. S. Haldeman, Andrew Burt, and J. S. Ermentrout followed, and officers for the ensuing year having been chosen the association adjourned. The meeting was one of the largest ever held.

### EDUCATIONAL BENEFACTIONS.

#### UNIVERSITIES AND COLLEGES.

The following benefactions were reported for 1881: Mr. Joseph Wharton, an esteemed merchant of Philadelphia, gave (it is said) \$100,000 to the University of Pennsylvania as an endowment for the Wharton School of Finance and Economy; Lafayette College received from John I. Blair, of Blairstown, N. J., \$40,000 for the endowment of a presidential chair; Haverford College, from various sources, \$7,500 for general expenses and care of grounds; Swarthmore College, from Samuel Willets, of New York, \$3,100 for construction of additional waterworks; Thiel College, from various benefactors, \$2,000 for free scholarships; and Muhlenberg College, from the trustees of Allentown Academy, \$800 for permanent scholarships.

### CHIEF STATE SCHOOL OFFICERS.

Hon. E. E. HIGBEE, *State superintendent of public instruction, Harrisburg.*

[Term, April, 1881, to April, 1885.]

HENRY HOUCK, *deputy superintendent.*



## RHODE ISLAND.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-15 inclusive).....	52, 273	53, 077	804	-----
Different pupils enrolled.....	40, 604	40, 990	386	-----
Average number belonging.....	30, 112	29, 992	-----	120
Per cent. of average belonging on enrolment.	74	73	-----	1
Average daily attendance.....	27, 217	26, 938	-----	279
Per cent. of attendance on average belonging.	90	89	-----	1
Enrolled in evening schools.....	4, 176	3, 930	-----	246
SCHOOL DISTRICTS AND SCHOOLS.				
School districts.....	432	-----	-----	-----
Public school buildings.....	453	451	-----	2
Graded schools.....	530	536	6	-----
Ungraded schools.....	294	294	-----	-----
Public day schools.....	824	830	6	-----
Schools visited by school committee.....	640	676	36	-----
Schools visited by school trustees.....	177	561	384	-----
Average time of school in days.....	184	186	2	-----
Evening schools.....	40	42	2	-----
Value of public school property.....	\$1, 894, 122	\$1, 954, 444	\$60, 322	-----
TEACHERS AND THEIR PAY.				
Men teaching in public day schools.....	158	180	22	-----
Women teaching in public day schools.	781	920	139	-----
Whole number of teachers in day schools.	939	1, 100	161	-----
Whole number of teachers in evening schools.	178	187	9	-----
Trained in normal schools.....	158	236	78	-----
Average monthly pay of men.....	\$70 24	\$76 00	\$5 76	-----
Average monthly pay of women.....	42 99	41 89	-----	\$1 10
INCOME AND EXPENDITURE.				
Total public school receipts.....	\$558, 451	\$582, 965	\$24, 514	-----
Total expenditure.....	544, 200	549, 937	5, 737	-----
STATE SCHOOL FUND.				
Available State fund.....	\$240, 376	\$240, 376	-----	-----

(From reports and returns of Hon. T. B. Stockwell, State commissioner of public schools, for the years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

The general supervision of the public schools is vested in a State board of education, consisting of the governor and lieutenant governor as members ex officio and of 6 others appointed by the legislature for 3 years, with annual change of one-third. A commissioner of public schools, chosen annually by the board, acts as its secretary. For each town there is a school committee of 3 or more members elected for 3 years, with annual change of one-third. A superintendent of the schools of the town is elected at the annual meeting, or, in failure of such election, is appointed by the school committee. For each school district 1 or 3 trustees must be chosen by the people for 1 year. Adjoining school districts in the same or in adjoining towns may establish a school of higher grade and may elect a board of trustees consisting of one member from each district so associating.

## OTHER FEATURES OF THE SYSTEM.

The public schools are free to all persons residing in the State; youth over 15 are not to be excluded on that account and youth under 5 may be admitted at the discretion of the school committee. For supporting schools \$90,000 are annually paid out of the income of a permanent school fund and from other money in the treasury, which sum is for the payment of teachers only. Of this amount \$63,000 are apportioned among the several towns in proportion to the number of children under 15 years, and the remaining \$27,000 in proportion to the number of school districts in each town. No town may receive any part of such State appropriation unless it raise by tax an equal amount for the support of the public schools. The sum of \$3,000 is yearly appropriated, on the same condition, for apparatus and works of reference for public schools; towns not divided into districts may, on application, receive \$50 for this purpose; districts, not to exceed \$20. Towns may vote such sums as they deem necessary for the support of schools, purchase of sites, erection and repair of school-houses, and for the establishment and maintenance of school libraries. Any town having established a free public library may appropriate a sum not exceeding 20 cents on each \$1,000 of its ratable property for its maintenance, and may receive donations for the same; the State board of education may cause to be paid annually to each free public library a sum not exceeding \$50 for the first 500 volumes included in such library and \$25 for each additional 500. A sum not exceeding \$500 is to be annually paid for the holding of teachers' institutes, and \$300 for publishing and distributing educational publications and providing lectures on educational topics. Teachers, to obtain employment, must have a certificate of qualification from the town school authorities or from the trustees of the State Normal School. A penalty is imposed on employers or parents for the employment of children under 12 years in or about manufacturing establishments, or for the employment of those between 12 and 15 who have not attended school at least 3 months during the year preceding. The education of deaf-mutes,<sup>1</sup> blind, and feeble-minded youth is provided for.

## GENERAL CONDITION.

The statistics given by the State commissioner show that an increase of 804 in youth of school age was accompanied by an increase in funds of \$24,514; there were 8 more schools, 6 for day and 2 for evening pupils; 170 more teachers; 78 more teachers had been trained in normal schools; and there was a considerable addition to the value of school property; finally, the work of school inspection intrusted to town committees and district trustees was more satisfactorily performed. Yet, with this readiness of school officers and people to improve the means of instruction, it appears that (although there was an increase in enrolment of 386), the average number on the school lists was 120 less and the average daily attendance 279 less in the day schools, with 246 fewer in the evening schools. The increase of absence from the schools is deplored by the State board, which reports 12,730 youth of school age as not attending at all, an increase of 451, while 2,551 attended for less time than the 12 weeks required by law; nearly 29 per cent. of the school population was not in school. To the evils inseparable from the district system the board chiefly ascribes these poor results, and it is recommended that municipalities desiring to do so may be allowed to abolish the district system. A more effective compulsory attendance law and fuller and better local superintendence are also advocated.

## KINDERGARTEN.

For statistics of a Kindergarten at Providence, see Table V of the appendix.

<sup>1</sup>An act to establish and maintain a State school for deaf-mutes and an act appropriating \$500 annually to the Rhode Island School of Design have since been passed.

## CITY SCHOOL SYSTEMS.

## OFFICERS.

These are superintendents of schools and school committee boards of 3 or more members.

STATISTICS.*a*

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Lincoln.....	13,765	2,565	2,302	1,199	37	\$20,300
Newport.....	15,693	3,419	2,437	1,569	56	43,445
Pawtucket.....	19,030	3,518	2,969	1,954	53	35,717
Providence.....	104,857	19,819	14,194	9,914	301	268,464
Warwick.....	12,164	2,463	2,129	1,088	30	11,458
Woonsocket.....	16,050	2,059	2,832	1,400	37	36,971

*a* The statistics for Lincoln and Pawtucket are from the State report, the others from returns.

## ADDITIONAL PARTICULARS.

*Lincoln* reported to the commissioner of public schools 12 school buildings, valued, with sites, furniture, &c., at \$79,000, these buildings containing 29 graded and 4 ungraded schools, with a session of 199 days. In response to the offer of assistance made by the State in 1880 to all towns and districts in purchasing libraries and apparatus, this town raised \$250, to which the State added \$180, so that every school-house has the beginning of a library.—(State report, 1881.)

*Newport* reports an increase in children of school age, in enrolment, and in average attendance; the schools are classified as primary, intermediate, grammar, and high, besides evening and ungraded schools, and were taught 196 days. Music and drawing are taught by special teachers. The high school offers 4 years' classical and scientific courses and enrolled 133 pupils, with 95 per cent. in daily attendance in 1880-'81. The public school property, including 10 buildings used for day schools, containing 45 rooms, with 2,181 sittings for study, was valued at \$225,333. Private and parochial schools reported 3 school buildings, with 6 rooms, 14 teachers, and 795 pupils, of whom 531 were in daily attendance.—(City report and return.)

*Pawtucket* classed its schools as primary, intermediate, grammar, and high, and reported 40 graded and 5 ungraded schools, with a session of 200 days, taught by 53 teachers, of which number 15 were normal graduates. There were also 4 evening schools for persons over 12 years, taught 42 evenings by 22 teachers, with 522 enrolled and 375 in average attendance. The receipts for all school purposes were \$35,719, of which amount \$4,506 went for permanent improvements and the remainder for current expenses. School property, consisting of 18 buildings, with sites, furniture, and apparatus, was valued at \$174,000.—(State report.)

*Providence* reported a high school, with 444 in the last month of the session; 11 grammar schools, with 3,552; 35 intermediate, with 2,961; and 37 primary, with 5,246. The 9 evening schools, with 2,227 enrolled and an average attendance of 957, had 111 teachers at the beginning of the session of 17 weeks and 87 at the close. The whole number of different pupils in day and evening schools was 14,194, an increase of 200. Private schools enrolled 3,599. The high school had a classical, an English and scientific department, and a special department for girls. Music and drawing were taught by special teachers. The city expended \$27,873 for sites, buildings, and furniture during the year, and valued its school property, including 51 school-houses, at \$893,350. Discipline, the superintendent thinks, was still maintained too much by force, too little by moral means, though in this respect there was improvement.—(Return and State and city reports.)

*Warwick* estimated the value of its school property, consisting of 19 buildings, containing 25 rooms, with grounds, at \$29,100. The schools were taught 192 days, by 7 men and 23 women. One evening school, with a session of 22 evenings, enrolled 18 and had 12 in average attendance. The superintendent reported the schools generally in fair condition and making good progress.—(Return and State and city reports.)

*Woonsocket* had 31 graded schools, divided into primary, grammar, and high; 3 ungraded and 2 evening schools. The day schools were taught 195 days, the evening schools 41 evenings. The city expended during the year \$2,660 for permanent improvements for its schools, and valued its school property, including 14 buildings, at \$116,650. An enrolment of 599 was reported in private schools.—(Return and State report.)



## TRAINING OF TEACHERS.

## STATE NORMAL SCHOOL.

The State Normal School, Providence, has a 2 years' course, prescribed by the board of education, which graduates of high schools finish in less time; it also had an advanced course, including ancient and modern languages, mathematics, and natural science. There were 136 students, with 18 graduates, in 1880-'81; 16 of that number have since engaged in teaching. The principal, in his report, states that about 97 per cent. of all graduates of this school teach after graduation. Frequently the demand for graduates as teachers is greater than the supply.

## TEACHERS' INSTITUTES.

Four institutes were held during the year 1880-'81 besides the Rhode Island Institute of Instruction. The attendance was good and the spirit manifested commendable. The commissioner, assisted by Professor Bailey, of Brown University, presented the subject of botany in its relation to common school work at two of the institutes. Other topics presented were geography, elementary work in numbers, language lessons, school hygiene, public libraries in their relation to public schools, United States history, school polity, percentage, penmanship, reading, &c. Dr. J. C. Stockbridge lectured at Tiverton on "Venice and Pompeii" and at Chepachet on "Rome and vicinity;" Col. H. B. Sprague, of Boston, at Olneyville, on "Riches, and what constitutes them." At each institute every teacher was provided with a note book and pencil.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

Information as to this class of schools is generally less distinct than could be wished, except in the chief cities. The Rogers High School, Newport, enrolled 133 and had over 95 per cent. of these in average attendance. A graduate course was added, involving attendance at 8 or more lessons a week, and at once enrolled 4 pupils. Increased attention was given to English, and proficiency in composition was allowed the same weight as in mathematics and other studies. The Providence High School, with 2 courses for the boys and a special department for the girls, had 444 pupils in June, 1881, and graduated 76. South Kingston was provided with a high school through the liberality of two citizens. The Warren High School enrolled a new class of 25; the ratio of attendance to enrolment for 23 terms has averaged 96 per cent. Woonsocket consolidated its classical, scientific, and college preparatory high school courses into one course, which, however, provides throughout for elective studies.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and schools preparatory to college, see Tables IV, VI, and VII of the appendix, and for summaries of the same, the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## BROWN UNIVERSITY.

Brown University, Providence, continued in 1881 its 3 courses of 4 years each, one being the time honored classical course, leading to the degree of A.B., the other two scientific courses. One of these includes a single ancient language, the other substitutes French for this. The degree conferred on graduates from either of these last is PH. B. In all the 3 the standards, as shown by the requirements for entrance, are well up to those of the best American colleges. Women are not admitted. For statistics of instructors and attendance, see Table IX.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

Besides the 2 scientific courses above mentioned, departments for special preparation in mathematical and physical sciences and their applications to industrial arts are found in Brown University. One of these is a course in civil engineering, meant to cover 4 years, though a longer or shorter course may be pursued, according to the wants and abilities of students. Another is a course in agriculture, which may cover the 4 years of the regular scientific courses, with special study of the branches of science relating most closely to agricultural pursuits, or may include only the required studies preparatory to a collegiate course, with chemistry and physics, botany, physiology, zoölogy, and

comparative anatomy. Special lectures are given in this course on the study of soils and applied economic zoölogy.

#### PROFESSIONAL.

No professional schools appear to have been established yet in this State.

#### SPECIAL INSTRUCTION.

##### SCHOOL FOR THE DEAF, PROVIDENCE.

This school, opened in 1877 under the control of the State board of education, reported 29 pupils receiving instruction in lip reading and the common English branches during 1880-'81. As it is simply a day school with only 4 hours' session, no employments are taught.

##### EDUCATION OF THE BLIND.

In 1880-'81 Rhode Island paid \$3,100 to the Perkins Institution and Massachusetts School for the Blind, South Boston, for the training of blind children sent from the State.

##### EDUCATION IN ART.

The Rhode Island School of Design, Providence, in a circular for 1880, offered to regular day and evening classes instruction in free hand and mechanical drawing and in original designs for jewellery, tiles, wall paper, and wood carving. Advanced instruction was also given in painting, modelling, mechanical drawing, building construction, &c. The third annual exhibition, in June, 1881, is said to have showed marked improvement in the quality of the work done. The pupils numbered 150.

##### INDUSTRIAL AND REFORMATORY TRAINING.

The Rhode Island Reform School, formerly Providence Reform School, had 168 boys and 21 girls under its care during the year 1881. It received 145 boys and 13 girls, and discharged 119 boys and 26 girls. The girls do only domestic work, while the boys earned \$11,778 in 1881 by chair caning.

#### EDUCATIONAL CONVENTION.

##### STATE INSTITUTE.

The Rhode Island Institute of Instruction held its thirty-sixth annual meeting at Providence in January, 1881. The papers and discussions were progressive and practical, the attendance was large and the interest enthusiastic. In the grammar and primary department, short papers on phonetics, form, spelling, language, arithmetic, grammar, reading, and history were read by lady teachers and discussed by gentlemen in five minute speeches. Before the department of higher instruction Prof. T. Whiting Bancroft, of Brown University, read a paper on "English composition in the schools" and Professor Williams, of that university, presented the question of "The aim and method of studying foreign languages in a course of instruction."

#### OBITUARY RECORD.

##### PROFESSOR J. LEWIS DIMAN, D. D.

Not only the university in which he taught but also the State of which he was an influential citizen sustained a great loss in the death of this gentleman at Providence, February 3, 1881. A son of Ex-Governor Byron Diman, he was born at Bristol, R. I., May 1, 1831; was graduated with honors at Brown University at 20 years of age, and at Andover Theological Seminary 5 years afterwards, having meanwhile spent 2 years in European study, chiefly in Germany. On leaving Andover he became pastor of the First Congregational Church at Fall River, Mass., from December 9, 1856, to March 1, 1860; then for 4 years more presided over the Harvard Church, Brookline, Mass.; and, thus matured, was called in the summer of 1864 to the chair of history and political economy at Brown, where he had studied. There he served with such efficiency and usefulness as professor, writer, and lecturer that at his death the Providence Journal said of him: "No man living in this city or State could be counted his superior." He was a contributor to the North American and other reviews; published several interesting addresses delivered on important occasions; issued a work on The Theistic Argument in 1881; edited two volumes of Narragansett Club Publications relative to his favorite subject, history, on which he also delivered a series of lectures at Johns Hopkins University, Baltimore. His alma mater in 1870 recognized his ability and learning by bestowing on him its honorary D.D.

## HON. JOSHUA BICKNELL CHAPIN.

This gentleman, a graduate of Brown University, was educated a physician, but from deficient hearing gave up his practice to devote himself to business. In 1859 he was chosen State commissioner of public schools, succeeding Hon. John Kingsbury; he held that position till 1861, and was again elected in 1863, holding to 1869. His reports for all these years were models of clearness and full of useful and practical suggestions. The need for parental coöperation with the teachers, for frequent visits by school officers and others to note and to encourage their important work, for careful selection of good sites for school-houses, for giving to the schools fair exteriors and making provision for shade and ventilation, for introducing music, and for educating well the teachers for the primary as well as for the higher schools, were matters that he presented with great force. His decisions on points of school law are highly esteemed. Besides serving as school commissioner he was also for a time editor of the Rhode Island Schoolmaster (1868 and 1869).

## CHIEF STATE SCHOOL OFFICER.

Hon. THOMAS M. STOCKWELL, *State commissioner of public schools, Providence.*

Mr. Stockwell has held the place of supervisor and visitor of the State schools, by annual election of the State board of education, from 1874 to the date at which this goes to press.



## SOUTH CAROLINA.

## SUMMARY OF SCHOOL STATISTICS.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-16)-----		a94,450		
Colored youth of school age (6-16)-----		a167,829		
Whole number of school age-----		a262,279		
Whites enrolled in the State schools-----	61,219	61,339	120	
Colored enrolled in the State schools-----	72,853	72,119		734
Whole public school enrolment-----	134,072	133,458		614
Average daily attendance-----				
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts-----	479	481	2	
Free public schools in these-----	2,973	3,057	84	
Free public school-houses-----	2,749	2,939	190	
Number of these owned by districts-----	713	804	91	
Number built within the year-----	77	106	29	
Cost of these-----	\$8,059	\$17,334	\$9,275	
Number previously built-----	2,672	2,833	161	
Valuation of these-----	\$342,958	\$417,955	\$74,997	
Whole valuation of school-houses-----	351,017	435,289	84,272	
Number reported with grounds inclosed.	325	184		141
Average time of school in days-----	70	73½	3½	
TEACHERS AND THEIR PAY.				
Men teaching in public schools-----	1,887	1,904	17	
Women teaching in public schools-----	1,284	1,345	61	
Whole number employed-----	3,171	3,249	78	
Number of these white-----	2,048	2,026		22
Number of them colored-----	1,123	1,223	100	
Average monthly pay of men-----	\$25 24	\$25 45	\$0 21	
Average monthly pay of women-----	23 89	24 48	59	
INCOME AND EXPENDITURE.				
Whole receipts for public schools-----	\$440,111	\$452,965	\$12,854	
Whole expenditure for public schools-----	324,628	345,634	21,006	

a United States census of 1880.

(From reports and returns of Hon. Hugh S. Thompson, State superintendent of education, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

A State superintendent of education, elected for a term of 2 years by the people at the general election of State officers, has general supervision of the free public schools and is assisted by a State board of examiners, of which he is ex officio chairman. This board is composed of the State superintendent and 4 members appointed by the governor biennially.

For each county there are a school commissioner elected at each general election and a

county board of examiners, consisting of 2 members appointed by the State board of examiners for 2 years' terms, with the county commissioner as chairman.

For each school district there are 3 school trustees appointed biennially by the county boards of examiners to look after local educational interests, under the supervision of the examiners.—(School law, 1878.)

#### OTHER FEATURES OF THE SYSTEM.

In his report for 1880, the State superintendent says that there is no law in force in South Carolina regulating the school age, and the practice has been to leave attendance unrestricted. Inasmuch, however, as the school attendance is now increasing more rapidly than the school fund, he recommends that only pupils between 6 and 16 be admitted hereafter, except where others are needed to make up the number necessary to constitute a public school. The schools are sustained from the proceeds of a tax of 2 mills on \$1, to be levied by the boards of county commissioners, which, with a poll tax of \$1 on each voter, to be retained in the county where it is collected, constitutes the State fund for school purposes. This, under the constitution, was to go to the several school districts of the counties "in proportion to the respective number of pupils attending the public schools;" the school law of 1878 used the phraseology "the average number of pupils attending" and the act of December 20, 1881, the words "in proportion to the average attendance upon the free schools for the last preceding year." The city of Charleston levies by special law a tax of 1 mill on \$1, and at least three other places, under special acts, may levy local taxes; but no general system of district taxation is in use. The length of the school session in each county is determined by the amount of State money received, and hence the average time is only between three and four months, though the constitution calls for 6 months of school. Teachers must have certificates of qualification from the State board of examiners or from that of the county where they propose to teach; in Charleston, from the city board.

#### GENERAL CONDITION.

South Carolina in 1881 reported 84 more free public schools, 190 more school-houses, 91 more of them owned by districts, and 29 more built within the year, the others being either rented or gratuitously loaned. The average time of school was lengthened by about 3 days. The valuation of school property in use rose considerably, more teachers were employed, and at a slight increase of pay, with 120 more children enrolled in the free schools for whites. The enrolment in the schools for colored youth fell off by 734, a decrease in total enrolment of 614. The decrease in attendance of colored pupils, the superintendent says, was not from deficiency of educational provision for them, as 100 more teachers of that class were employed. In some counties the school commissioners reported that it was due in part to the unusually severe winter. In the one where the decrease was greatest it came partly from the fact that the school officers were endeavoring to improve the school-houses, and could only do this by using the school funds, so that little was left for tuition in them when completed. It is hoped, however, that the improvement of accommodations will tell on the attendance of succeeding years, while the fact that an institute for colored teachers was held for 4 weeks in July of 1881, with large attendance and with excellent instructors, justifies the hope of great advance in school organization, discipline, and teaching. The similar instruction for white teachers given in another institute seems likely to increase considerably the attendance in the schools for whites.

#### AID FROM THE PEABODY FUND.

This State received from the Peabody trustees \$4,050 for 1881, of which \$1,000 went for teachers' institutes, \$1,600 for teachers' scholarships at Nashville, \$500 for training colored teachers at Claflin University, \$450 for normal training at Hampton Institute, Va., and \$250 each for public schools of Winnsboro' and Chester.

#### KINDERGÄRTEN.

Only 2 of these means of early preparation for school studies appear to have existed in 1881, one at the Charleston Orphan House, another at Williamston Female College, Williamston. No statistics of these have reached the Bureau.

#### CITY SCHOOL SYSTEM.

##### CHARLESTON.

*Officers.*—The city of Charleston constitutes a separate school district, with a school board composed of a commissioner from each of its 8 wards, elected at every general municipal election, the board choosing its own officers, one of whom is superintendent of city schools. This board determines the studies to be pursued and the text books to

be used ; makes rules for the government of the schools ; elects and dismisses teachers, causing examinations to be made and granting diplomas to such as have prosecuted successfully the studies in a normal school department.

*Statistics for 1880-'81.*—Population by census of 1880, 49,984; there is no enumeration of the youth of school age available later than that for 1877 ; enrolled in public schools (5 in number, 3 of them for whites and 2 for colored pupils), 6,336, a decrease of 948; teachers employed, the same as in 1879-'80, 86 whites and 5 colored; average monthly pay of women, \$39.23; of men, including 2 colored, \$121.66; total of salaries paid, \$46,171.

*Additional particulars.*—The 5 school-houses reported were, with one exception, brick, with grounds inclosed, and all said to be in good condition. Two of them stand on glebe lands, for which a rent is paid. The valuation of the 5, including furniture and apparatus, was \$125,000. Another building was in progress, for use in 1882. The city high school, which charges a small fee for tuition, is not reckoned among the public schools, although a part of the city system of instruction.

Other schools in the city, not of the public system, but made in a large measure free to those attending them through aid from societies or individuals, were the Holy Communion Church Institute, for boys, with 206 pupils and 185 in average attendance; Central School (for boys), 302 pupils; average attendance, 268; Society Street School (for girls), 222; average, 180; Avery Normal Institute (for colored pupils), 439; average, 275, about one-half free through aid from the American Missionary Association (Congregational); Wallingford Academy (also for colored youth), 618; average, 489, mainly free through aid from the Presbyterian Committee of Missions for Freedmen: whole attendance in all these, 1,787; average attendance, 1,397.—(State report for 1880-'81 and city year book for 1881.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

There were four institutions of this class reporting for 1881, all for the training of colored teachers. There is no State normal school.

The *Avery Normal Institute*, Charleston, organized in 1865 and largely aided by the American Missionary Association, had 3 resident and 7 non-resident instructors giving instruction in primary, intermediate, and normal departments. The normal course covered 5 years; the preparatory classical, 3 years. There were 160 normal and 299 other students in attendance in 1881. Since its foundation this school has graduated 45 men and 80 women, besides giving instruction to thousands.

*Fairfield Normal Institute*, Winnsboro', organized in 1869, reported \$850 received from public funds, and had 4 instructors, 72 normal and 278 other students in attendance, with 32 graduates, all of whom have since engaged in teaching.

The *Normal Department of Brainerd Institute*, Chester, reported 3 instructors and 40 students, perhaps not all strictly normal. There were 3 departments, primary, grammar, and high.

The *Normal School of Claflin University*, Orangeburg, organized in 1868, had 4 instructors and 76 normal and 52 other students. Two of the normal students graduated and engaged in teaching. The normal course covered 3 years of 33 weeks each. A model school is also reported. As before stated, \$500 were granted by the Peabody fund trustees for the training of colored teachers at this school.

### TEACHERS' INSTITUTES.

The second State normal institute for white teachers was held at Greenville, August 2-30, 1881, with aid from the Peabody fund supplementing a State appropriation, and enrolled 335 teachers from 28 counties. The regular work, which was carried on in the buildings of Furman University and of the Baptist Female College, included instruction in the science of education and method of discipline, the English language, primary methods of instruction, arithmetic, and geography. Optional studies were penmanship, singing, physical geography, algebra, calisthenics, Latin, French, and German. Mr. F. Louis Soldan, principal of the City Normal School of St. Louis, Mo., had general charge of the instruction to be given, assisted by Professor Joynes, of the University of Tennessee, and by some of the most successful teachers of the State. Among the lecturers were the United States Commissioner of Education; Dr. Curry, general agent of the Peabody fund; Dr. William T. Harris, long city superintendent at St. Louis; and President Miles, of South Carolina College.

The first State normal institute for colored teachers was held in Columbia, July 5-29, 1881. The faculty was composed of colored instructors from Washington, D. C. A membership of 185 pupil teachers, who represented 25 of the 33 counties of the State, was reported. Instruction was given in methods of teaching arithmetic, reading, phonic



spelling, map and free hand drawing, penmanship, vocal music, geography, and hygiene; the grading of country schools was discussed, a programme for one of four grades being placed upon the blackboard, and much time was spent in practice teaching. Addresses were delivered by Governor Hagood, General John Eaton, and others.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Free schools of this grade form no part of the public school system of the State. Several institutions called high schools appear in a table appended to the State superintendent's report for 1880-'81, but it is a title indicating only a higher grade of pay school. Charleston High School, for boys, reduced its annual rate from \$100 to \$40 a pupil, but, though it belonged to and was assisted by the city, it did not profess to receive free scholars. It enrolled 125, under 5 teachers. Its course, not long since revised, requires Latin, but allows French and German to be substituted for Greek. In the city year book for 1881 it is stated that a new site for this school, with ample grounds and buildings, had been bought, and that on these grounds a gymnasium had been built, where, under a skilled instructor, a regular course of physical exercises was to be pursued.

### OTHER SECONDARY SCHOOLS.

In the table of the State report before referred to, 33 schools of academic grade or with academic classes are presented, having 120 teachers and 2,713 pupils, besides the Charleston High School, with 5 teachers and 125 pupils.

For private academic schools, preparatory schools, and preparatory departments of colleges reporting to this Bureau, see Tables VI, VII, and IX of the appendix to this volume; for summaries of the statistics of each class, corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Seven institutions of this class continued to give instruction in 1880-'81, as well as in the opening of 1881-'82. Only 1 of them, Claflin University, Orangeburg, for colored students, was open to women, and this showed but 2 women on its collegiate roll for 1880-'81, though there were many in lower classes. Those for young men were, as before, the College of Charleston, Charleston; Erskine College, Due West; Furman University, Greenville; Newberry College, Newberry; Wofford College, Spartanburg, and Adger College, Walhalla. All, except the College of Charleston (which is a city college), were under some denominational influence; all, except Furman and Wofford, had the usual 4 years' classical course; and all appear to have had also partial courses. Furman and Wofford had their studies arranged in schools, any one of which could be entered and graduated from, or several of them could be taken in combination to form a regular A. B. course. Wofford had just adopted this arrangement in place of a fixed 4 years' course; Furman and Charleston Colleges were reorganizing their courses. Wofford College reports a legacy of \$100,000 from the late Rev. Benjamin Wofford; Claflin University, donations amounting to \$9,150 from Hon. William B. Claflin, of Massachusetts, Mrs. Claflin, and others.

The old University of South Carolina, suspended in 1877 and reorganized in 1878 and 1879, has been divided, the part of it designed for whites remaining at Columbia; that for colored students, at Claflin University, Orangeburg. Both are sustained out of the agricultural college fund and have the character and courses of agricultural and mechanical colleges.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Four such schools report for 1880-'81, namely: Columbia Female College, Columbia; Due West Female College, Due West; Greenville Female College, Greenville; and Walhalla Female College, Walhalla. All had arrangements for primary and academic as well as collegiate instruction, the last in courses of 3 to 4 years. Greenville offered also a graduate course of 4 years. All taught music, drawing, and painting, with French, and the two last mentioned included German. Williamston College, Williamston, in a catalogue of 1879, presented essentially the same arrangements, with Kindergarten and some polytechnic studies, and in 1880 made a return of its statistics, but makes no report for 1881. The statistics of the 4 institutions that report show 251 preparatory students, 296 collegiate, and 9 special, 556 in all, under 44 instructors. For any other information, see Table VIII of the appendix.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The *South Carolina College of Agriculture and Mechanics*, Columbia, organized in 1880 for white youths of the State, occupies the buildings of the former University of South Carolina and reports a 3 years' scientific course, with opportunity for practical instruction both on the farm and in the shop. Lecture and laboratory courses in general and agricultural chemistry are also offered. Tuition is free, except in the department of languages. Students of the college are at liberty to use the library of the university, which contains 27,000 volumes. There were 4 professors and instructors and 58 students in 1881.

The *South Carolina Agricultural College*, Orangeburg, in connection with Claflin University for colored youth, carries out the design of Congress in its grant for the endowment of such institutions by providing about 150 acres of choice land for practical instruction in agriculture and a carpenter shop for mechanical work. Scientific and industrial education are united, and the student, by labor on the farm and in the shop, may defray part of the expenses of his education. A scientific and agricultural course of 4 years is offered, requiring for admission an examination in the preparatory and normal studies of the university, which occupy 3 years.

## PROFESSIONAL.

There are two institutions giving *theological* instruction that report for 1881. Benedict Institute, Columbia, established in 1871 by the American Baptist Home Mission Society for the education of ministers of the gospel and of teachers, male and female, had 190 students, of which number 43 were in the theological department. Baker Institute, a department of Claflin University, Orangeburg, for the preparation of young men for the Christian ministry, was said in the catalogue of the university to be working successfully; but there was no note of either course or students. The Theological Seminary of the General Assembly of the Presbyterian Church South, Columbia, heretofore suspended, was to be reopened in 1882.

The *Medical College of the State of South Carolina* (regular) continued in 1881 to require 3 years of study, including 2 lecture terms of 20 weeks each. There were 77 students in 1880-'81, 30 receiving the degree of M. D. and 3 degrees in pharmacy.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The South Carolina Institution for the Education of the Deaf and Dumb and the Blind in its thirty-third annual report gives an enrolment of 43 deaf and dumb and 16 blind pupils. Advancement was reported in all departments, especially in the class in articulation. Buildings for shops were being erected, and the institution in all its appointments was said to be ready to carry on its work.

## EDUCATION OF ORPHANS.

The *Holy Communion Church Institute*, Charleston, founded in 1867, reported a principal, assisted by 14 teachers and matrons, an enrolment of 206, with an average attendance of 185. Of the 125 resident pupils 44 were beneficiary; of the 81 day scholars, 37 had scholarships.

The *Thornwell Orphanage*, Clinton, organized in 1875 under the auspices of the Presbyterian Church, receives children between the ages of 5 and 13, and permits them to remain till they are 16 or 18, when, having been trained and educated, they are enabled to find good homes. The common and some of the higher English branches are taught; also, Latin, French, and vocal and instrumental music. A new school building is contemplated, to be called the Orphans' Seminary. All the work of the institution is done by the pupils, the boys learning farming, printing, and house painting; the girls, sewing, cookery, and housework. There were 14 boys and 22 girls reported for 1881.

The *Carolina Orphans' Home*, Spartanburg, founded in 1873, is temporarily suspended.

## EDUCATIONAL CONVENTIONS.

## TEACHERS' ASSOCIATIONS.

The law requires county school commissioners to encourage the holding of such associations, but no report of any meetings, except the State normal institutes for white and colored, previously noted, has been received.

## CHIEF STATE SCHOOL OFFICER.

Hon. HUGH S. THOMPSON, *State superintendent of education, Columbia.*

[Third term, January 1, 1881, to January 1, 1883.]

## TENNESSEE.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21)---	403,353	402,580	-----	773
Colored youth of school age (6-21)---	141,509	143,295	1,786	-----
Whole number of school age-----	544,862	545,875	1,013	-----
Whites in public schools-----	229,290	215,702	-----	13,588
Colored in public schools-----	60,851	67,766	6,915	-----
Whole public school enrolment-----	290,141	283,468	-----	6,673
Average daily attendance, white---	150,854	139,469	-----	11,385
Average daily attendance, colored---	40,607	41,040	433	-----
Whole average daily attendance-----	191,461	180,509	-----	10,952
Enrolment in private schools-----	41,068	35,054	-----	6,014
Average daily attendance-----	28,407	25,820	-----	2,587
Pupils in public and private schools---	331,209	318,522	-----	12,687
Average daily attendance in both---	219,868	206,329	-----	13,539
SCHOOLS AND SCHOOL PROPERTY.				
Public schools for white youth----	4,334	4,338	4	-----
Public schools for colored youth----	1,188	1,270	82	-----
Whole number of public schools----	5,522	5,608	86	-----
Graded public schools-----	232	229	-----	3
Consolidated schools-----	267	307	40	-----
Public school-houses-----	4,045	4,047	2	-----
Value of public school property----	\$1,066,995	\$868,713	-----	\$198,282
Average time of schools in days----	68	70	2	-----
Number of private schools reported---	1,450	1,467	17	-----
TEACHERS AND THEIR PAY.				
White teachers in public schools----	4,707	5,542	835	-----
Colored teachers in public schools----	1,247	1,338	91	-----
Whole number in public schools----	5,954	6,880	926	-----
Average monthly pay of teachers----	\$26 66	\$26 59	-----	\$0 07
Teachers in private schools-----	1,665	1,538	-----	137
Whole number in private and public schools.	7,619	8,408	789	-----
INCOME AND EXPENDITURE.				
Whole income for public schools----	\$799,217	\$706,152	-----	\$93,065
Whole expenditure-----	724,862	638,009	-----	86,853
STATE SCHOOL FUND.				
Amount of permanent fund-----	\$2,512,500	\$2,512,500	-----	-----

(From reports of Hon. Leon. Trousdale and Hon. W. S. Doak for the two years indicated.)

## STATE SCHOOL SYSTEM:

## OFFICERS.

A State superintendent of schools, nominated by the governor and confirmed by the senate for a term of 2 years, has the supervision of the public school system. He must have literary and scientific attainments and skill and experience in the art of teaching. County superintendents, required to have like qualifications and elected biennially by



the county court of each county, exercise a general supervision over the schools in each county. Three school directors, elected by the people of each district for 3 years, with annual change of one, have charge of discipline in the district schools.

#### OTHER FEATURES OF THE SYSTEM.

Separate public schools for whites and blacks are free to youth of school age (6-21), to ascertain the number of whom a census is taken annually. These schools are sustained from the proceeds of a State school fund of \$2,512,500, bearing interest at 6 per cent., an annual poll tax of \$1 on every male citizen, and a State tax of 1 mill on \$1 of all property subject to taxation.

The revenues from the first source are apportioned semiannually among the counties according to scholastic population; those from the other two are retained in the counties where they are collected and are distributed among the school districts on the same basis as the State fund. If the means from these sources do not suffice to keep up a public school in each district for five months in each year, the county court must either levy an additional tax for this purpose or submit to the people a proposition to do this by vote. The same court may levy a tax to prolong the school term beyond 5 months. Teachers must have duly authorized certificates of qualification to obtain employment in the schools and receive pay for teaching, which pay is to be the same for men and women doing the same work. The studies to be pursued in every public school are definitely stated, and include the common English branches, with agriculture, elementary geology of Tennessee, and history of the United States, to which may be added vocal music and such other branches as may be provided for by local taxes or be contracted for at certain rates of pay. Where the number of pupils is sufficient, schools are to be graded according to the advancement of pupils. To further this, public scholars are allowed to be taught in higher grade private or corporate schools at public school rates. Such are called consolidated schools.

#### GENERAL CONDITION.

The statistics of 1880 are for 91 counties out of 94; those of 1881, for only 89 out of 95. Taken by themselves, they seem to indicate retrogression rather than advancement; for, although there were 86 more public schools, 40 more consolidated ones, and 17 more private, with 926 more teachers, to meet an increase of 1,013 youth of school age, there appear to have been 12,687 fewer pupils attending public and private schools during the second of these years than in the first, while the number in average daily attendance fell off 13,539. School property, too, is rated in 1881 at nearly \$200,000 less than in 1880, though there were improvements reported in school buildings (520 log school-houses being abandoned) and there were two more public school-houses.

It may be that some of the loss was apparent only, growing out of lack of reports, since many of the superintendents describe the condition of the schools as good and report popular sentiment with respect to them as improving. Many of the school-houses are said to have been supplied with better furniture, and progress is reported in securing uniform series of text books. The thing most needed to bring about a better condition of the State system appears to be more local taxation to supplement the State distributable school fund, thus making possible longer school sessions with better pay of teachers. Much advancement is looked for consequent on the action of the legislature of 1881, which extended to all incorporated towns the privilege of levying taxes for such purposes.

#### AID FROM THE PEABODY FUND.

The trustees of this fund in 1881 furnished aid to the amount of \$5,500 to this State, which was divided as follows: Normal college, \$3,000; teachers' institutes, \$1,500; educational journal, \$200; Jackson public schools, \$800.—(Report of trustees of Peabody fund.)

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

For cities there are boards of education, varying in number of members, elected by the people, with partial change each year. City school superintendents are elected by these boards.

##### STATISTICS.

Cities.	Population, census of 1880.	Children of schoolage.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Chattanooga .....	12,892	3,224	2,334	1,401	34	\$20,796
Knoxville .....	9,693	3,044	1,984	1,458	29	15,699
Memphis .....	33,592	9,745	4,367	2,578	62	41,560
Nashville .....	43,350	14,512	5,845	4,371	97	95,609

## ADDITIONAL PARTICULARS.

*Chattanooga* classed its schools as primary, grammar, and high, and accommodated them in 7 buildings (4 of which were owned by the city) containing 36 rooms. There were 1,480 white and 854 colored pupils enrolled during the year, a gain of 149. The schools were taught 158 days by 5 men and 29 women. School property was valued at \$39,750. The high school offers a 3 years' course, including Latin and German, and had 6 graduates in 1881. An enrolment of 350 in private schools was given.—(City report and return.)

*Knoxville* had 5 school-houses containing 31 school and 2 recitation rooms, with 1,541 sittings for study, occupied by its primary, grammar, and high schools. The schools were taught 196 days by 5 men and 24 women. Private schools reported an enrolment of 120, with 100 in average attendance, taught by 2 teachers in 2 buildings, with 3 rooms and 120 sittings.—(Return.)

*Memphis* reported a school population of 5,837 white and 3,908 colored children, and had 10 school buildings (4 belonging to the city), containing 64 school rooms, with 3,780 sittings. The schools are graded as primary, grammar, and high, the course of study covering 8 years in the lower grades and 3 in the high school. A class of 21 girls and 3 boys graduated in 1881. School property was valued at \$139,050. The schools were taught 164 days by 6 men and 56 women.—(City report and return.)

*Nashville* divides its schools into primary, with 3 years; intermediate and grammar, each with 2 years; and high, with a 3 years' course. It accommodated them in 13 school-houses, 9 owned by the city, containing 5,950 sittings for study. The schools were taught 182 of the 193 school days in the year by 15 men and 82 women, with special teachers for music, drawing, and penmanship. The scholastic population reported shows an increase of 2,052, while there was a decrease of 253 in enrolment. The superintendent distrusted the census and thought the apparent decrease in enrolment due to former inaccuracies in keeping the registers. Private schools occupied 9 buildings, with 24 rooms and 1,500 sittings; employed 23 teachers; and enrolled 500 pupils, with 440 in average attendance.—(City report and return.)

## TRAINING OF TEACHERS.

## NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *State Normal College*, opened at Nashville in 1875 under the sanction of the State of Tennessee, constitutes the literary department of the University of Nashville and is supported from the funds of the university, from the Peabody educational fund, and from State appropriations for scholarships. It receives from any State students of either sex desiring to qualify themselves to teach, and is substantially a normal college of high grade for the whole South. The course of study, covering 3 years, with an additional optional year for advanced work, is strictly professional, and includes instruction in the management and organization of classes and schools. Students completing the 3 years' course receive the degree of licentiate of instruction, and may teach in the public schools of their States without further examination; upon those taking the advanced or baccalaureate course, the university confers the degree of B. A. There were 56 men and 105 women in attendance in 1881, of whom 61 graduated; 6 had received academic degrees and 59 at once engaged in teaching.—(Catalogue and return.)

The Summer Normal Institute at the *University of Tennessee*, Knoxville, held in June and July, 1881, was well organized and successful and did much to elevate the standard of public school education. The whole number of students enrolled was 218, while many others were in attendance part of the session. The regular students were from 35 counties, nearly three-fourths of them being teachers in the public schools. Instruction in the branches taught in these schools comprised the regular course, while optional courses in languages, natural science, and drawing were offered. Instructive and interesting lectures on general educational topics were delivered and were free to all. Of the 65 persons who entered the examinations held at the close of the session, 17 received certificates of the first grade and 19 of the second.

There were 12 other institutions reporting normal departments or normal courses, viz: East Tennessee Wesleyan University, Athens; Humboldt Normal Institute, Humboldt; Warner Institute, Jonesborough; Knoxville College, Knoxville; Freedmen's Normal Institute, Maryville; Maryville College, Maryville; Le Moyne Normal Institute, Memphis; Morristown Seminary, Morristown; Central Tennessee College, Nashville; Fisk University, Nashville; Nashville Normal and Theological Institute, Nashville, and Winchester Normal, Winchester.

For statistics of normal schools reporting, see Table III of the appendix, and a summary of it in the report of the Commissioner preceding.

## STATE TEACHERS' INSTITUTE.

The fifth annual meeting of the State Teachers' Institute, for whites, was held at Nashville, December 27, 1881, J. Braden, D. D., of Central Tennessee College, presiding. The following papers were read: "Methods and illustrations in teaching," Prof. D. Moury; "Courses of study," Professor Tefft; "Normal school work," Prof. A. W. Farnham, of Atlanta University, Georgia, and others by President E. H. Fairchild, of Berea, Ky., Prof. A. J. Steele, and Prof. H. S. Bennett. Brief addresses were made by Dr. Ward, of the New York Independent, Ex-Governor Washburn, of Massachusetts, Rev. W. S. Doak, superintendent of public instruction for Tennessee, and Rev. O. P. F. Fitzgerald, formerly State superintendent in California.—(Indiana School Journal.)

## INSTITUTES FOR COLORED TEACHERS.

Superintendent Doak reports 3 normal institutes for colored teachers held by aid from the Peabody fund; the total attendance in these was 120. He also reports the holding of 168 county institutes, and considers these county meetings of great importance because they are the only special means of improvement within the reach of a large number of teachers. He advises the State to grant aid to these institutes.—(State report.)

## EDUCATIONAL JOURNALS.

The Educational Record, published at Nashville and Tusculum and edited by Miss Julia A. Doak, issued its first number in August, 1881. The aim was to publish a lively but earnest home journal, devoted to the educational interests of Tennessee. Dr. Curry, agent of the Peabody fund, offered some aid, and the trustees of Greeneville and Tusculum College contributed the use of their press.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

The State report does not give statistics for schools of this class in 1881, but the cities of Chattanooga, Knoxville, Memphis, and Nashville report high schools. The first, third, and fourth named had 3 years' courses, including Latin. Knoxville, in a return, gives 6 teachers and 194 pupils enrolled, with 177 in daily attendance in its high school; but does not give the course of study, which in 1880 was apparently of 2 years.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix; for summaries of the same, see corresponding tables in the report of the Commissioner preceding.

More consolidated schools are reported, where instruction in higher branches may be given if the trustees so direct, and some high school instruction is probably thus received.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Tennessee, Knoxville, made a State institution in 1879 and open to men only, reports a preparatory department with 3 instructors and 92 students, and 9 professors and 141 students in the 4 years' course of the university. The degree of B. A. was conferred upon 9 young men and that of B. S. upon 8 at the close of the year 1880-'81.

Of the 16 other colleges reporting, 9 were for both sexes, 7 for men exclusively. Two reported themselves non-sectarian, 4 were under control of the Methodist Episcopal, 4 of the Presbyterian, and 2 of the Baptist Churches, while the Roman Catholic, Lutheran, Protestant Episcopal, and Christian Churches were each represented by one. Two (Central Tennessee College and Fisk University, Nashville) were for the colored race. All in the State gave some preparatory instruction and had substantially 4 years' collegiate courses, though in 6 the plan of separate schools was adopted. Fourteen had scientific courses or departments; 6 prepared for business; 11 made provision for instruction in modern languages, 5 for graduate and 6 for normal study; 10 offered biblical or theological instruction; 14 had departments of law, and 3 of medicine, 1 of these last, Vanderbilt University, Nashville, adding dentistry and pharmacy.

For statistics of colleges reporting, see Table IX of appendix, and a summary of the same in the report of the Commissioner preceding.

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the 20 universities and colleges in the State 10 admit both sexes, Maryville College having a separate course for women. Besides these, 20 exclusively for young women



are on the lists of this Bureau (of which 16 only make report for 1881, however), all but 3 of them holding charters from the State and most of them presenting courses of 4 to 7 years. Most of them have arrangements for teaching music, drawing and painting, and modern languages; but comparatively few have had libraries of any extent or much school apparatus.

For statistics of those that report, see Table VIII of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

No catalogue for 1881 has been received from the State University, Knoxville, which is also the State Agricultural College. In 1880 there were 5 technical courses of 4 years each, viz: civil engineering, mechanical and mining engineering, agriculture, and applied chemistry. There were also partial courses of 2 years each in practical agriculture and in applied mathematics. In the former, students alternated their studies with work on the farm, for which they received pay and were thus enabled to earn their board. As tuition is free to all State appointees, it is hoped that this shorter course will bring to the university a large number of the farming community. Courses in science are found in 13 of the colleges or universities, while Cumberland, Vanderbilt, and the University of the South, at Lebanon, Nashville, and Sewanee, offer courses in engineering.

For statistics of scientific schools reporting, see Table X of the appendix; for summary of statistics, the report of the Commissioner preceding.

### PROFESSIONAL.

The *theological* schools reporting for 1881 are the Theological School of Cumberland University, Lebanon (Cumberland Presbyterian); Nashville Normal and Theological Institute, Nashville (Baptist); theological departments of Central Tennessee College and Vanderbilt University, Nashville (both Methodist); Fisk University (Congregational), also at Nashville; and the theological department of the University of the South, Sewanee (Protestant Episcopal). An examination for admission is not invariably required in these schools; in the Protestant Episcopal school it is demanded by a law of the church. All report courses of study of from 2 to 4 years. The East Tennessee Wesleyan University, Athens (Methodist Episcopal); Southwest Baptist University, Jackson; Bethel College, McKenzie (Cumberland Presbyterian), and Burritt College, Spencer (Christian), all offer biblical instruction in a greater or less degree.

*Legal* instruction is given in the law school of Cumberland University, Lebanon, as well as in the law departments of Central Tennessee College and of Vanderbilt University, both at Nashville. The first was organized in 1847, and reports a 1 year's course of 40 weeks, with 45 students, of whom 32 graduated; the second, organized in 1880, has a course of 2 years of 32 weeks each, and had 4 students; the last, opened for instruction in 1875, has a 2 years' course, each year of 39 weeks, and had 53 students, 13 of them having received a collegiate degree. It graduated 18.

The regular *medical* schools reporting are Meharry Medical Department of Central Tennessee College, for colored students of both sexes; Nashville Medical College (a department of the State University), for which a new building was erected in 1881; and the medical departments of Vanderbilt University and of the University of Nashville. Meharry presents the regular 3 years' course of study, with two lecture courses of 20 weeks each, and offers an additional year's instruction without extra charge. Nashville Medical College requires for graduation 3 years of study, 2 full lecture courses of 24 weeks each, and attendance on dissections during the year. Vanderbilt requires 2 lecture courses of 20 weeks and at least 33 months' study. The University of Nashville has the same requirements as Vanderbilt. Both offer, but do not require, a 3 years' graded course, with examinations at the close of the second and third years.

Vanderbilt University and the medical department of the University of Tennessee each have departments of *dentistry*, requiring attendance on 2 lecture courses of 20 weeks each, with approved dental work, both operative and mechanical. Vanderbilt admits women to this department.

The department of *pharmacy* of Vanderbilt requires 3 hours' laboratory work daily, with attendance on 2 full courses of lectures of 20 weeks each, and a thesis, for graduation.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB.

The Tennessee School for the Deaf and Dumb, Knoxville, founded in 1845, reported 60 boys and 40 girls under instruction in the common school branches in 1881. Shoe-making and printing are taught and agriculture to a limited degree. The articulation method is used.—(Return.)

## EDUCATION OF THE BLIND.

The Tennessee School for the Blind, Nashville, in a biennial report covering 1880 (the last received), stated that the common English and some of the higher branches were taught. Special attention was paid to music, all but one of the pupils taking both vocal and instrumental lessons. Instruction in piano tuning, calisthenics, and various industrial employments was also given.

## INDUSTRIAL TRAINING.

Miss Emily L. Austin, in her report of the Knoxville Industrial School, established by her in connection with the colored public school of that city, says that the sewing school completed 329 articles and sold one hundred dollars' worth of goods to the women in the night meetings. A kitchen garden had been established and one of the scholars sent to a Philadelphia school of cookery, that he might be able to teach a class in connection with this school.—(Circular.)

## EDUCATION OF ORPHANS.

The Church Orphans' Home, Memphis, under control of the Sisters of St. Mary, founded in 1867, is the only institution of this class reporting for 1881. The children are taught reading, writing, and arithmetic, sewing, and house work. There were 46 inmates at Easter in 1881. The Canfield Orphans' Asylum, Memphis, St. Mary's Orphan Asylum, Nashville, and the Nashville Protestant Orphan Asylum have heretofore reported.

For statistics of all such institutions reporting, see Table XXII of the appendix.

## EDUCATIONAL CONVENTIONS.

## TENNESSEE STATE TEACHERS' ASSOCIATION.

This association, in connection with the West Tennessee Institute, held a very interesting and profitable meeting, attended by more than 60 teachers and superintendents, at Humboldt, December 1, 1881. The address of welcome by Hon. W. J. McFarland was responded to by S. Y. Caldwell, of the Nashville city schools, president of the association. The subjects presented for discussion were "The necessity for normal training," Superintendent J. C. Brooks; "Character building in education," Prof. J. W. Conger; "How to keep our educated young men from leaving the State," Superintendent J. R. Deason; "What shall we do for our girls?" Miss C. Conway; "Discipline," Dr. W. A. Smith; "Public schools of Tennessee," Judge Turner Foster; "Education and national prosperity," Superintendent W. S. Doak; "Practical science," Prof. N. T. Tupton; "Primary instruction," Miss Nannie Rea. Professors Newhardt, Goodman, Jones, Davis, and others took part in the discussions.—(State report.)

## OBITUARY RECORD.

## GEORGE STODDART BLACKIE, M. D., PH. D.

This eminent scholar, writer, and teacher, great grandson of James Watts of steam engine celebrity, was born at Aberdeen, Scotland, April 10, 1834. He began his education at Edinburgh and continued it at Aberdeen, subsequently studying medicine at Edinburgh and at the Universities of Bonn, Berlin, and Paris. The degrees of A. M. and M. D. and the highest honors were conferred on him by the University of Edinburgh, and later he received other honors and was made a member of various scientific societies in Scotland and in this country. After practising medicine a few years he came to Nashville, where he continued till his death, with the exception of two years spent in teaching in New York. He was professor of botany, chemistry, and natural history in the medical department of the University of Nashville, 1857, and after his return from New York in 1874 held similar positions in the Tennessee College of Pharmacy and the Nashville Medical College. Upon the organization of the medical department of the University of Tennessee he accepted the position of professor of chemistry, which he retained till his death. An author as well as teacher, he published several works on botany and other subjects, besides contributing to English and American scientific and medical journals, and for twelve years he was one of the editors of the Nashville Medical Journal. When the publication of the Southern Practitioner was contemplated the position of senior editor was accepted by him and much of its success is said to have been due to his deep culture and great ability. He was a freemason of high rank and a contributor to the literature of freemasonry. He died in Nashville, Sunday, June 19, 1881.

## CHIEF STATE SCHOOL OFFICER.

Hon. W. S. DOAK,<sup>1</sup> *State superintendent of public schools, Nashville.*

[Term, March 25, 1881, to March 25, 1883.]

<sup>1</sup> Since dead and succeeded by Rev. Gideon S. W. Crawford for his unexpired term.

## TEXAS.

STATISTICAL SUMMARY. *a*

	1878-'79.	1879-'80.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (8-14) in State----	215, 102	242, 027	26, 925	-----
Counties maintaining schools-----	154	159	5	-----
Counties reporting statistics-----	145	132	-----	13
City and town systems reporting-----	13	18	5	-----
School population reported-----	192, 654	186, 786	-----	5, 868
Colored youth included in above-----	50, 330	47, 874	-----	2, 456
Number not attending school <i>b</i> -----	49, 136	51, 424	2, 288	-----
Colored not attending school-----	41, 987	41, 141	-----	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Public schools organized in State <i>b</i> ----	6, 423	6, 676	253	-----
Schools for colored reported-----	1, 410	1, 322	-----	88
School-houses built during year-----	231	196	-----	-----
Average number of days of school in the counties.	976	173	-----	-----
In cities-----	159	158	-----	1
TEACHERS AND THEIR PAY.				
White male teachers-----	3, 264	2, 266	-----	998
White female teachers-----	1, 024	1, 079	55	-----
Colored male teachers-----	781	817	36	-----
Colored female teachers-----	182	199	17	-----
Total public school teachers-----	5, 251	4, 361	890	-----
Average monthly pay of white men in counties.	\$40	\$34	-----	\$6
In cities and towns-----	53	47	-----	6
Of colored men in counties-----	39	29	-----	10
In cities and towns-----	51	33	-----	18
Of white women in counties-----	32	28	-----	4
In cities and towns-----	51	37	-----	14
Of colored women in counties-----	32	26	-----	6
In cities and towns-----	33	32	-----	1
INCOME AND EXPENDITURE.				
Whole income for public schools-----	\$972, 904	\$891, 235	-----	\$81, 669
Whole expenditure for public schools--	837, 913	753, 346	-----	84, 567
STATE SCHOOL FUND.				
Amount of permanent school fund-----	-----	\$3,385,571	-----	-----

*a* Statistics for 1881 are wanting, owing to the loss by fire of the returns made to the secretary of the State board of education. Except as noted, the figures given for 1878-'79 are the statistics of 145 counties and 13 cities and towns; those for 1879-'80, of 132 counties and 18 cities and towns.

*b* For whole State, as estimated by the secretary of the State board. *f* In 104 counties and 18 cities and towns.

*c* In 113 counties and 13 cities and towns. *g* In 131 counties.

*d* In 102 counties and 18 cities and towns. *h* In 124 counties.

*e* In 104 counties and 13 cities and towns. *i* In 1878.

(From second biennial report of Hon. O. N. Hollingsworth, secretary of State board of education.)



## STATE SCHOOL SYSTEM.

## OFFICERS.

The officers who have general control of the public school interests are the governor, secretary of state, and State comptroller, who constitute a State board of education. The secretary of this board has the office duties of a superintendent of education. The administration of public school affairs in each county is in the hands of the county judge, who appoints a board of 3 examiners, consisting of 3 well educated citizens of the county. The interests of each community school are in charge of 3 trustees appointed by the county judge. In cities and towns that have assumed control of their public schools, the city council or board of aldermen have exclusive power to maintain, regulate, and govern the city schools.—(Laws, 1879.)

## OTHER FEATURES OF THE SYSTEM.

The appropriation made for the support of free public schools for 1879-'80 and 1880-'81 consisted of the net proceeds of one-sixth of the ad valorem and occupation taxes collected and of all the annual poll tax, together with the interest on the permanent school fund, however invested. The fund thus formed was to be distributed on the basis of children of school age in each community. Cities and towns controlling their own schools may, by a two-thirds vote of qualified taxpayers, at an election held for that purpose, levy such a tax (not to exceed one-half of 1 per cent.), in addition to the pro rata of the available school fund received from the State, as may be necessary to conduct the schools for ten months in the year. The council or board of aldermen are authorized to pass such ordinances, consistent with the State laws, as may be necessary to establish and maintain free schools, purchase sites, and construct school-houses. Separate schools must be opened for white and colored children, but all are entitled alike to the benefit of the available free school fund. Tuition in the common English branches is free to all children of school age. Pupils not of scholastic age may attend the community free schools upon payment of such tuition fees as may be agreed upon between the teacher and parents; but the interests of State pupils are not to be subordinated to those of private pupils.

## GENERAL CONDITION.

Owing to the burning of the returns made to the secretary of the State board for 1881, no official statement of the general condition of education in the State can be made. The Texas Journal of Education of October, 1881, in an editorial, states that there were 7,000 public free schools maintained for an average term of four months, with an average enrolment of 200,000 pupils of lawful scholastic age. The Journal of Education, October, 1881, says: "Reports received from the principal cities and towns show a largely increased attendance over the same period last year. Favorable reports have also been received from many rural districts."

## AID FROM THE PEABODY FUND.

The agent of the Peabody fund granted in 1880-'81 for the improvement of schools in Texas \$10,800, divided as follows: Sam Houston Normal College, \$4,500; Houston public schools, \$750; Bryan public schools, \$800; teachers' institutes, \$2,000; educational journal, \$200; Nashville scholarships for teachers to be trained at the Normal College there, \$2,550.

## CITY SCHOOL SYSTEMS.

## OFFICERS.

In cities and towns that have assumed control of their public schools the city council or board of aldermen are the legal school officers. Galveston reports a city superintendent of schools, appointed in September, 1881, and a board of trustees. Houston and some smaller towns make reports that indicate the same provision.

## STATISTICS AND ADDITIONAL PARTICULARS.

*Austin* elected a board of trustees in 1880, and in September, 1881, levied a tax of 2 mills on the dollar, which, added to the State fund and \$2,000 from the Peabody fund, made \$16,000, a sum sufficient to run the schools 9 scholastic months. The schools were organized by the superintendent, and 25 teachers, 16 of them ladies, began work under the new system. Schools were graded as primary, grammar, and high, allowing 4 years for each grade. The enrolment the first week was 500, but had reached 1,090 at the close of the year.—(Texas Journal of Education, January, 1882.)

*Galveston* assumed control of her public school fund in July, 1881, and immediately elected trustees and levied a special school tax of 2 mills on the dollar of assessed valuation, which, with \$10,000 from the State, amounted to \$42,000. A superintendent was appointed, and the schools were organized in September. Up to December 31 they had

enrolled about 1,750 pupils and 34 teachers, with an average of 85 per cent. in attendance. The school age is 6 to 16, being 4 years longer than that of the State. School property was valued at \$21,000, and an estimated enrolment of 400 in private schools was reported. Regular normal institutes under the care of the superintendent are held twice a month, one for white and one for colored teachers. — (Letter from superintendent and return.)

*San Antonio* reported to the State superintendent a population of 20,550 and 27 schools maintained for 10 months. With a scholastic population of 3,603, there was an enrolment of 1,737, with 1,045 in average daily attendance.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

Two institutions of this class were organized in 1879, one for white pupils and one for colored.

The *Sam Houston Normal Institute* (for whites), Huntsville, is not designed to be an academic high school, but a school to fit teachers for their work by practical drill in organizing and conducting schools. The requisites for admission are residence in the State, girls not to be less than 18 and boys not less than 20 years of age, and an avowed purpose to follow teaching as a profession, with a pledge to teach as many sessions in the public schools of this State as the pupil attends at this institute. All pupils must also sustain a satisfactory examination in the branches taught in the public free schools. The State has increased its annual appropriation to \$18,000 and the Peabody fund granted a donation of \$9,000, enabling the institution to receive 4 State pupils from each senatorial district. Tuition and books are free to all who may attend; board and lodging are also free to State pupils for one year, an incidental fee of \$4 a session being the only outlay required from them. The course of study covers two years, with an additional year for advanced work if desired. Two graduates are selected each year to receive advanced instruction at the expense of the Peabody fund in the Normal College at Nashville, Tenn. A model school composed of the resident children of Huntsville has been organized as a regular department of the institute. There were 7 resident instructors, 200 students, (including 50 model school children), and 70 graduates reported for 1881. All the graduates subsequently engaged in teaching. — (Texas Journal of Education.)

The *State Normal School of Texas for Colored Students*, Prairie View, organized under an act of the legislature by the board of directors of the Agricultural and Mechanical College in 1879, receives 1 student from each senatorial district and 3 from the State at large free of all expense to the students. In January, 1881, there were 40 State, 6 pay, and 3 local students in attendance.

### OTHER NORMAL SCHOOLS AND DEPARTMENTS.

The only schools of this class reporting for 1881 are Tillotson Collegiate and Normal Institute, Austin (1881), and Whitesboro' Normal, Whitesboro' (1880). The former, under the auspices of the American Missionary Association, is for colored pupils, and has primary, grammar, normal, preparatory, and collegiate departments. The normal course covers 4 years and requires thorough preparation in the grammar department for admission. A total attendance of 252 was given for 1881; of that number 31 were normal students. The Whitesboro' Normal has primary, grammar, and collegiate departments, and after 1880-'81 was to have a normal class. From the American Normal School, Kellyville, no information has been received.

Mansfield College, Mansfield, for both sexes, and Soule College, Chappell Hill, for young women, offered normal training, and Marvin College, Waxahachie, announced that a department for such instruction would be organized and made as efficient as possible in 1881-'82.

### TEACHERS' INSTITUTE.

The secretary of the board of education, by means of aid granted from the Peabody fund, inaugurated on the 4th of July, 1881, seven normal institutes, which lasted from 5 to 6 weeks, with an aggregate attendance of 451. The one at San Marcos, with 110 teachers in attendance, was the largest; the one at Orange, with 30 present, was the smallest of 6 reported. The work in all was encouraging, and arrangements were made for holding similar meetings in 1882.

### EDUCATIONAL JOURNAL.

The *Texas Journal of Education*, a paper devoted to public school interests, begun in August, 1880, and continued through 1881, was published at Austin. O. N. Hollingsworth, secretary of the State board of education, has been the editor, assisted by Mrs. Hollingsworth. Many subjects of educational importance are ably discussed. Normal schools and institutes, as well as all means for the aid and improvement of the teachers, receive special attention.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

Information in regard to schools of this class is even more meagre than in former years. In 1879-'80 it was known that such schools were sustained in Brenham, Denison, Houston, and San Antonio. In 1881 Weatherford reported a class in the first grade of the high school and Austin a 4 years' course, but no statistics for that grade.

## OTHER SECONDARY INSTRUCTION.

For information as to business colleges, private academies, and preparatory departments of colleges reporting, see Tables IV, VI, and VII of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of 11 institutions of this class in the State, 9 present statistics for 1880-'81, and another (St. Joseph's College, Brownsville) reports that it had been closed and its buildings used for a yellow fever hospital. It was not to be reopened till 1883. The remaining one (Salado College) has made no report of courses since 1873, and none of statistics since 1878. Of the 9 reporting, Southwestern University, Georgetown (Methodist Episcopal South), and Marvin College, Waxahachie (non-sectarian), gave instruction in schools of English, Latin, Greek, mathematics, &c. Baylor University, Independence (Baptist), at the date of its latest catalogue, appeared to have the same arrangement. St. Mary's University, Galveston (Roman Catholic), makes report of preparatory students only. The other 5, all with arrangements for preparatory study and generally with the customary 4 years of collegiate study, were Henderson College, Henderson (non-sectarian); Mansfield Male and Female College, Mansfield (non-sectarian); Austin College, Sherman (Presbyterian); Trinity University, Tehuacana (Cumberland Presbyterian), and Waco University, Waco (Baptist). The last two mentioned, admitting women, had special courses for them, as well as commercial courses; Henderson and Marvin, also admitting them, allowed such courses. For statistics of those that have reported, see Table IX of the appendix; for a summary of them, a like table in the report of the Commissioner preceding.

The State University has been located at Austin, on a site of 40 acres set apart many years ago, with its medical department at Galveston. The board of regents met and organized in November, 1881, at which meeting they established the several departments of the university, defined the general plan of the buildings, and provided for advertising for plans and specifications for the same.

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides 6 of the colleges above mentioned that admit women to like privileges with young men, 13 schools claiming collegiate rank, 7 of them chartered, are on the lists of this Bureau. Four of these 7 report for 1881 a total of 34 instructors, with 197 preparatory and 268 collegiate students. Another reports 17 instructors and 103 students, without distinguishing the preparatory and collegiate. All the 5 taught music, drawing, and (with one exception) painting, giving instruction also in French and German, to which 2 added Spanish. The courses in most of these schools are fairly advanced for a comparatively new region, and some compare well with those in the older States.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The Agricultural and Mechanical College of Texas, College Station, organized in 1876 on the basis of the congressional land grant, with 7 schools, has undergone a radical change in its plan of instruction and is in reality now a school of agriculture and mechanics. The course of instruction embraced 2 courses for theoretical and practical professional training in agriculture and mechanics of 4 years each, in 1880-'81. The freshman year is the same for both. By an act of the legislature of March, 1881, there are to be 3 students from each senatorial district, appointed by the senators and representatives and maintained and instructed free of charge. The State students are assigned a course of study in accordance with their appointment; pay students may make their own selection, but no other distinction is made. The study of ancient and modern languages is optional, but must not interfere with the regular course. The farm of 2,416 acres, with 230 acres fenced, has some good stock, improved machinery, an orchard, a vineyard, and vegetable garden. There are also connected with the college well equipped chemical and physical



laboratories, with the necessary apparatus, a drawing academy well fitted out, a complete set of meteorological instruments from the United States Signal Office, a series of shops, with a steam engine and the latest and most approved kinds of tools and machinery, and many other things necessary for practical illustration and instruction in the branches taught. There were 127 students reported, all taking the full course, under 9 instructors.

#### PROFESSIONAL.

*Theological* departments are reported in Baylor University, Independence (Baptist), and in Trinity University, Tehuacana (Cumberland Presbyterian). Both have full 2 years' courses. The former reports 2 professors and 7 students; the latter, 1 professor and 19 students.

There are no schools for *legal* training reporting, nor in 1881 does there seem to have been any for instruction in *medicine*, the Texas Medical College and Hospital, Galveston, the only medical school in the State, having suspended its teaching work because of the intention of the regents of the State University to locate the medical school at Galveston.

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB.

The Texas Institution for the Deaf and Dumb, founded in 1856, reported the school in successful operation in November, 1881, with 6 teachers and 94 pupils, about 30 per cent. receiving instruction in articulation. This institution is connected with the State board of printing, the State printer giving instruction in that art to the pupils. The printing office of the institution is a source of revenue to the State. Shoemaking, farming, and gardening are also taught to the boys, while the girls learn sewing and housework.—(Report.)

##### EDUCATION OF THE BLIND.

The Texas Institution for the Blind in 1880 reported 13 instructors (3 of them blind), 10 employés, and 84 pupils. There are 3 departments: literary, musical, and mechanical. In the first the common school branches, ancient and modern history, natural philosophy, and natural history were taught; in the second, vocal and instrumental music; in the third, broom, mattress, and pillow making, cane seating, piano and organ tuning and repairing, cutting and sewing, both by hand and machine.—(Report.)

#### EDUCATIONAL CONVENTIONS.

##### STATE ASSOCIATION.

A called session of the State Teachers' Association was held at Austin, January, 1881, in the interest of higher education. A memorial embodying a plan of organization for the State University was submitted to the governor. The report of the State board of education was discussed and adopted as a report of the committee of the association on changes in school laws. A resolution urging the inauguration of a system of county superintendency was discussed and unanimously passed.

A regular annual meeting of the State educational association to convene at Corsicana, in June, 1881, was announced, but no report of the proceedings is at hand.

#### CHIEF STATE SCHOOL OFFICER.

Hon. O. N. HOLLINGSWORTH, *secretary State board of education, Austin.*

Mr. Hollingsworth, who entered office in 1874, has been succeeded by Hon. B. M. Baker.

## VERMONT.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5 to 20)-----	499,463	-----	-----	-----
Public school enrolment-----	75,233	71,646	-----	592
Average daily attendance-----	48,606	49,700	1,094	-----
Per cent. of attendance on enrolment-----	64.6	66.5	1.9	-----
Attendance in private schools-----	7,123	7,506	383	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts-----	2,359	2,353	-----	6
Number of public schools-----	2,597	2,561	-----	36
Average term in days-----	125	124	-----	1
TEACHERS AND THEIR PAY.				
Men teaching in public schools-----	725	678	-----	47
Women teaching in public schools-----	3,601	3,741	140	-----
Whole number of teachers-----	4,326	4,419	93	-----
Teachers who had attended a Vermont normal school.	542	576	34	-----
Average monthly pay of men-----	\$27 84	\$29 76	\$1 92	-----
Average monthly pay of women-----	17 44	16 84	-----	\$0 60
INCOME AND EXPENDITURE.				
Receipts for public schools-----	\$417,491	\$454,832	\$37 341	-----
Expenditure for public schools-----	454,285	447,252	-----	\$7,033
PUBLIC SCHOOL FUND.				
Amount of available school fund-----	\$669,087	\$669,087	-----	-----

a United States census of 1880.

(From reports of Hon. Edward Conant, State superintendent of education, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

A State superintendent of education, elected by the legislature at each biennial session, has general charge of school interests. Local officers are county examining boards of 3 members, appointed by town superintendents for the examination of teachers; town superintendents, elected annually by the people; and in towns where the district system has been abolished boards of 3 or 6 directors elected for 3 years, and in districts a moderator, a clerk, a collector of taxes, a treasurer, 1 or 3 auditors, and a prudential committee of 1 or 3 elected by the people for one year. Any town having a high or central school or schools must elect for such high school a prudential committee of not more than 3 to hold office 3 years, 1 going out each year. A law of 1880 gives women the same right as men to hold offices relating to school affairs, also to vote in school district meetings and for town clerks, school commissioners, and superintendents.

## OTHER FEATURES OF THE SYSTEM.

Public schools are supported by district and town taxation, the income of town school funds and of the United States deposit fund. The interest on the last is apportioned

on the basis of population. One-half the town school moneys is apportioned according to the number of children between 5 and 20 attending public schools, the other half among the districts equally without regard to population, except when the sum amounts to \$1,200 or more, in which case two-thirds of it are apportioned on the basis of attendance. Towns failing to assess school taxes forfeit to the county a sum equal to double the amount required to be raised by such tax, with costs. Each town must sustain one or more schools in which the common school branches are taught, including free hand drawing, history, the Constitution of the United States, and good behavior. The attendance of children between 8 and 14 is compelled for at least 3 months in the year unless they have been otherwise instructed. The employment by manufacturers of children between 10 and 14 that have not attended the public schools at least 3 months during the preceding year is forbidden. Parents, guardians, and employers render themselves liable to a penalty of from \$10 to \$20 for an infraction of the law. Any town may establish one or more higher schools if the voters desire it. Teachers must have legal certificates of qualification to teach in order to be entitled to pay from public funds; and they must make report of school statistics annually to the district clerk or forfeit their pay. Town superintendents must report annually to the State superintendent, and the latter biennially to the legislature. The State superintendent is required to hold annual county institutes for teachers whenever so requested in writing by a certain number of teachers, and when not so requested he may hold educational meetings if in his judgment it shall seem best.—(Revised school law.)

#### GENERAL CONDITION.

The statistics presented show that 1,094 more pupils were in average attendance on the public schools than in 1879-'80, although there were 6 fewer school districts reported and 36 fewer public schools, bringing the reported enrolment 592 below that of the preceding year. The number of teachers employed (comprising fewer men and more women) was greater by 93; the number who had attended Vermont normal schools was greater; the average monthly pay of men was increased by \$1.92, and that of women, already smaller than elsewhere in the United States, was decreased by 60 cents. Less money by \$7,033 was expended for all public school purposes, although \$37,340 more were received for them.

The ungraded district schools, in which are enrolled about six-sevenths of the pupils attending public schools, are not accomplishing, it is said, what they should. One of the reasons given for this is the collection of population in business centres, leaving the rural districts thinly populated and reducing the size of the district schools. The pupils being young and taxes high, cheap teachers are too frequently employed. School-houses and surroundings are often neglected and pupils leave at an early age. In some instances these hindrances have been overcome by a few energetic persons, and so a number of the best schools in the State are among the ungraded. In these districts school-houses are well cared for, good teachers are employed, and wise supervision is given. But such instances are exceptional. A majority of the ungraded schools greatly need improvement and public sentiment demands that it be made. Among desirable changes in the course of study the superintendent suggests the simplification of text books on arithmetic and the omission of many unimportant details in geography and history, thus saving time for reading and language lessons and elementary work in the natural sciences.

Graded schools have been steadily increasing in number during the last 30 years and now enroll over 10,000 pupils. There has also been an improvement in these schools, particularly in primary departments. It is suggested, however, that in these schools there may be danger of crowding the courses of study too full, of giving too much attention to routine, and thus of sacrificing the interests of the scholar to the system.—(State report.)

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

Burlington has a board of school commissioners of 6, 1 from each of the 5 wards and the city superintendent as president; Rutland, a board of education of 9 members; and in both cities there are school superintendents.

##### STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Number of teachers.	Expendi- ture.
Burlington.....	11,365	a 3,258	1,425	33	\$19,629
Rutland Village.....	7,502	.....	1,059	18	.....

a In 1878.



## ADDITIONAL PARTICULARS.

*Burlington* ranked its schools as primary, intermediate, grammar, and high. It also maintained two evening schools. Out of the 33 teachers in 1881, 24 were holders of high school, normal school, or collegiate diplomas, though only 2 of them were from the normal schools of Vermont. Special teachers of drawing, writing and book-keeping, and of vocal music were employed in addition to the 33 enumerated, and also 6 pupil teachers as there was occasion for them. Enrolment and average attendance increased, and tardiness diminished. Corporal punishment was rarely inflicted. A taste for reading was encouraged and good books were supplied.

*Rutland* had 12 schools, graded as primary, secondary, intermediate, grammar, and high. The superintendent, in the interests of school improvement, advises more thorough examination of teachers, their permanent employment, an increase in the pay of women, and a change from the district to the town system.

## TRAINING OF TEACHERS.

## STATE NORMAL SCHOOLS.

The three normal schools, at Castleton, Johnson, and Randolph, are only in a certain sense State institutions. The State owns no property in them and they are not under its exclusive control, but a certain amount of money is appropriated to them each year. This, in 1880-'81, amounted to \$7,300. Each school receives \$250 every half year and \$250 more on condition that the trustees furnish a like amount for current expenses. The State also pays for one scholarship from each town at the rate of \$24 a year. As the number of scholarships applied for exceeded that of the towns and doubts had arisen as to the method of distribution, a more definite legal enactment was called for. The Johnson and Randolph schools report 359 normal students (all but 96 of them women) and 51 graduates. The school at Castleton sends no statistics for 1880-'81, because of a change of principal without transfer of records. Each school has 2 courses of study, elementary and advanced. Graduates from the first receive a State license to teach in the public schools for a term of five years. Those from the second receive a license to teach for 10 years.

## TRAINING SCHOOL DEPARTMENTS OF GRADED SCHOOLS.

Departments for instructing teachers may be organized and conducted under the general direction of the State superintendent in graded schools situated in counties in which there is no normal school. The certificates of graduation have the same power as normal school certificates.

## TEACHERS' INSTITUTES.

The law requires the State superintendent to hold a teachers' institute in each county if he be requested to do so in writing by 25 teachers or in sparsely settled counties by 15; and, if in his judgment it be best, he may hold from 2 to 5 educational meetings in counties where teachers have not requested institutes. He may employ assistants and spend \$12 of the public money for each meeting.

Institutes and other educational meetings were held in all the counties during the two years covered by the report, but their statistics for 1880-'81 cannot be given, not being reported apart from those of the other year. In March, 1881, at a meeting of the superintendents of Chittenden County, it was voted to hold an educational meeting in every town of the county during the year, and such meetings were actually held in 11 towns.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

Provision is made for instruction in the higher branches in any district having more than one school, subject to the will of the voters of the district; and any town may by vote establish one or more central schools for advanced pupils. Arrangements are made, too, under certain circumstances, by prudential committees, for the instruction of public school pupils in academies.

There were during the year 1,818 pupils attending public high schools, of whom 700 studied Latin or Greek or both, 117 were graduated, and 59 fitted for college. Many persons disapprove of the prominence given to classical studies in these schools and urge the greater importance of the sciences as the basis of industrial pursuits; while, it is said, the professions are overcrowded, there is a demand for skilled workmen, and the useful artisan must have a knowledge of scientific methods.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix, and for a summary, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Vermont*, Burlington (non-sectarian), offers departments of study in the arts, in applied science, and in medicine, the first two being open to young women on the same terms as to young men. The department of arts comprises the usual course in languages, mathematics, physical sciences, mental, moral, and political philosophy, rhetoric, literature, and history. For admission to the academic department applicants must be at least 16 years old, must pass an examination in English studies, mathematics, and Latin and Greek, or have certificates from some preparatory school whose course of study is approved. In the latter case they are on probation during the first term. The scientific and medical departments of the university will be noted further on.

An addition of about 300 volumes was made to the library during the year, more than half of them public documents. The museum, also, received a number of interesting additions, among them a collection of Indian curiosities made by Capt. O. B. Read, Eleventh United States Infantry, illustrating the usages and habits of the Indians of the Northwest. But the most considerable gift received during the year was one of \$50,000 from John P. Howard, esq., of Burlington, for the endowment of a chair of natural history. The surplus of the income above the salary is to be applied to the enlargement of the cabinets and the library.

*Middlebury College*, Middlebury (Congregationalist), exclusively for young men, received gifts amounting to \$87,000 during the year.

## SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunities for a higher education afforded young women in the State University, one institution exclusively for them is reported, the Vermont Methodist Seminary and Female College, Montpelier. It is authorized to confer degrees, and presents 7 distinct courses of study, among them a classical and a Latin scientific, each of 4 years. The modern languages, business, and music also receive special attention.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The *State Agricultural College of Vermont*, a department of the State University, provides courses of study in agriculture and related branches, chemistry, engineering, and mining, leading to the degrees of PH. B., C. E., and M. E. Applicants for admission must be at least 15 years old and must pass an examination in the common English branches, algebra through quadratic equations, and plane geometry. A winter course has been arranged for the benefit of farmers who cannot attend in the summer or autumn. In this the aim is to give only a general outline of the subjects treated, to point out the best methods of study and most trustworthy sources of information, to stimulate and guide private study, and thus prepare the way for more intelligent work on the farm.

*Lewis College*, formerly Norwich University, Northfield, for 1880-'81 reports 20 pupils in a 4 years' scientific course of study and 4 graduates who received the degree of B. S., a library numbering about 4,000 books, and grounds and buildings valued at \$20,000. For further statistics, see Table X of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

## PROFESSIONAL.

No *theological* or *legal* schools report from this State.

The *medical* department of the University of Vermont, Burlington, reports for 1881 a class of 171 (the largest that ever attended the institution) and 50 graduates out of 56 candidates for graduation. In the regular course, the lecture terms of which occupy only 17 weeks each, the seven required branches of medical science are treated. Candidates for graduation must have attended at least two lecture courses and must have studied medicine 3 years, including the 2 required lecture terms. Chemical work is not obligatory, nor is a knowledge of medical botany essential to a diploma, and no examination for admission is required. In addition to the regular courses, lectures are given on a variety of medical topics by distinguished specialists, and a preliminary course lasting nearly 5 months may be attended. Ample opportunities for clinical study are afforded by the Mary Fletcher Hospital, whose grounds adjoin those of the university.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

Vermont has no institution for the instruction of the deaf, the blind, or the feeble-minded, but makes provision for their education in the American Asylum, Hartford,

Conn.; the Clarke Institution for Deaf-Mutes, Northampton, Mass.; the Perkins Institution and Massachusetts School for the Blind, Boston; and the Massachusetts School for the Feeble-Minded, Boston.

According to a report from the deputy secretary of state, there were maintained during two years at the American Asylum 17 deaf-mutes and at the Clarke Institution, 4, making 21 in both, at a cost to the State of \$7,120.37; at the Perkins Institution, 8 blind pupils, at a cost of \$4,850; at the Massachusetts School for the Feeble-Minded, 3, at a cost of \$2,316.96.

#### REFORMATORY TRAINING.

The Vermont Reform School, Vergennes, gives instruction to boys and girls in the common English branches and geometry; also, in farm, shop, and house work, besides the religious and moral training, which is considered more important than all else. There were 102 under instruction during 1880-'81, committed by the county and city courts and by parents and guardians. All were native born and all boys but 19. This school desires not to be classed with penal institutions, its design being not to punish, but to educate and preserve.

#### EDUCATION OF ORPHAN AND DEPENDENT CHILDREN.

Two institutions for orphan and destitute children, the Providence Orphan Asylum (Roman Catholic) and the Home for Destitute Children (non-sectarian), both at Burlington, had a total of 172 children under instruction during the year. The Home for Destitute Children is supported by an endowment and contributions; admits children one to ten years of age, instructing them in the common English branches and in cane seating. Providence Orphan Asylum is supported by voluntary gifts; admits children two to ten; and, besides the common English branches, teaches them farming and housework.

#### EDUCATIONAL CONVENTIONS.

##### TEACHERS' ASSOCIATION.

The thirty-first annual meeting of the Vermont Teachers' Association was held at Northfield, August 10-12, 1881. After an address of welcome by Rev. W. S. Hazen and response by President Cilley, a paper on "The province of the State in education," by Rev. George B. Gow, D. D., was read. On the following day an address was delivered on "The spiritual significance of education," by Principal O. S. Johnson, Bakersfield. "How can the standard of qualification for teachers be raised?" was discussed by Prof. Charles N. Dole and others. Mr. Dole thought the first thing is to create a popular demand for better teachers; another recommended a change in the methods of examination of teachers. In the afternoon an address was delivered by Rev. J. D. Emerson, entitled "The interrogation point," in which it was urged that teachers should study to make themselves perfect in the art of asking questions. Principal Edward Conant, of Johnson, read a paper on the position of the high school and academy in the school system, and Rev. H. T. Fuller, principal of St. Johnsbury Academy, objected to normal departments in connection with academical institutions. J. J. Randall, superintendent of schools, Rutland, made some remarks to show the desirability of paying more money for better teachers. George A. Brown, of Bellows Falls, urged the necessity of a high and definite aim in teaching. Hon. Justus Dartt, State superintendent of education, spoke on the ungraded schools of the State; and President H. M. Buckham, of the University of Vermont, on "The moral hygiene of the school." On Friday morning, after a business session, in which reports were made by committees and officers were elected for the ensuing year, a paper on "The life and work of Mrs. Fannie K. Kyle" was read by Miss Alice M. Guernsey, of Saxton's River. Rev. H. T. Fuller, of St. Johnsbury Academy, presented a paper entitled "Among the schools of Europe," and Lyndon A. Smith, of Norwich, now connected with the United States Bureau of Education, a paper on "The teacher's need and means of growth."

##### VERMONT COLLEGE OF TEACHERS.

The above organization, incorporated in 1881, was formed by the leading educators of the State for the advancement of educational interests. One of its aims is to secure the recognition of teaching as a profession, "and make prominent the distinction between the teacher and the educational tramp." The first public meeting was advertised to be held August 9, 1881, but no account of its proceedings has been received.—(Journal of Education.)

##### CHIEF STATE SCHOOL OFFICER.

Hon. JUSTUS DARTT, *State superintendent of education, Ascutneyville.*

[First term, December, 1880, to December, 1882; second, to December, 1884.]



## VIRGINIA.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth 5-21 .....	314, 827			
Colored youth 5-21 .....	240, 980			
Youth of school age, according to State census.	555, 807	556, 665	858	
Whites in public schools .....	152, 136	162, 087	9, 951	
Colored in public schools .....	68, 600	76, 959	8, 359	
Whole reported enrolment .....	220, 736	239, 046	18, 310	
Whites in average daily attendance.	89, 640	92, 922	3, 282	
Colored in average daily attendance	38, 764	41, 565	2, 801	
Whole average daily attendance.	128, 404	134, 487	6, 083	
Whites studying higher branches.	6, 627	7, 530	903	
Colored studying higher branches.	635	609		26
Pupils who are supplied with free text books.	4, 290	5, 128	838	
Pupils in private schools .....	25, 692			
Number of these in high grades.	4, 495			
SCHOOLS AND SCHOOL-HOUSES.				
Schools for white pupils .....	3, 598	3, 939	341	
Schools for colored pupils .....	1, 256	1, 443	187	
Whole number of public schools.	4, 854	5, 382	528	
Number of these graded .....	205	234	29	
Average time of schools, in days.	113	117½	4½	
School-houses owned by districts.	2, 395	2, 683	288	
School-houses built during the year.	216	285	69	
Valuation of all public school property.	\$1, 177, 545	\$1, 199, 333	\$21, 788	
TEACHERS AND THEIR PAY.				
White teachers in public schools ..	4, 088	4, 465	377	
Colored teachers in public schools.	785	927	142	
Whole number of teachers in the public schools.	4, 873	5, 392	519	
Number of men teaching .....	3, 009	3, 208	199	
Number of women teaching .....	1, 864	2, 184	320	
Average monthly pay of men.	\$29 20	\$29 18		\$0 02
Average monthly pay of women.	24 65	24 92	\$0 27	
Teachers in private schools .....	1, 609			
INCOME AND EXPENDITURE.				
Whole income for public schools.	\$1, 290, 288	\$1, 335, 984	\$45, 696	
Whole expenditure for them .....	946, 109	1, 100, 239	154, 130	
STATE SCHOOL FUND.				
Amount of permanent fund .....	\$1, 468, 765	\$1, 518, 845	\$50, 080	

<sup>a</sup> According to the United States census of 1880, the population between 5 and 21 numbered 585,042.

<sup>b</sup> Including balance on hand from previous year of \$221,669.

(From returns and reports of Hon. William H. Ruffner, superintendent of public instruction, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

The free school system is administered by a superintendent of public instruction, elected by the general assembly for 4 years; a State board of education, composed of the superintendent, the governor, and the attorney general; county superintendents, appointed by the State board and confirmed by the senate for 4 years; district school trustees, appointed by a school trustee electoral board composed of the county superintendent, the county judge, and the county attorney; and subdistrict school directors.

## OTHER FEATURES OF THE SYSTEM.

The public schools are free to all persons of school age residing within the school district; but white and colored persons are taught in separate schools. The number of free schools is regulated, according to the funds available for the purpose, by the State board of education, whose duty it is to guard against so great a multiplication of schools as will lower the character of instruction. Where the number of children is sufficient, preference is given to graded schools. The schools receive for their support (1) State funds, embracing the annual interest of the literary fund, a capitation tax not exceeding \$1 on all men over 21, and a property tax of not less than 1 nor more than 5 mills on \$1 (as the general assembly shall from time to time order); (2) county funds, embracing fines, penalties, and donations, and a tax not to exceed 10 cents on \$100; and (3) district funds, embracing fines, penalties, and a tax not to exceed 10 cents on \$100. Cities of the first class (those having a population of 10,000 or upwards) and cities and towns of the second class (comprising all other cities) may levy, for the support of public free schools, a tax not to exceed 3 mills on \$1 and a capitation tax not to exceed 50 cents for all purposes. The State fund is apportioned by the State superintendent of public instruction among the several counties and cities on the basis of the number of children from 5 to 21, as ascertained by a census taken every five years and by the best official authority at other times. School districts, to receive State money, must provide school-houses, furniture, and all necessary appliances, and no school may receive State funds that has not been taught 5 months during the year. Teachers' certificates, good for 1 or 2 years, according to the ability, experience, and success of the applicants, are given by the county superintendents. From among the number holding such certificates teachers are chosen by subdistrict directors; but they are employed by the district trustees. Each county superintendent is required to hold at least one teachers' institute during the year, which the teachers are expected to attend; and, if this attendance should cover any part of a school term, they are not to lose pay for the time spent at the institute.

## GENERAL CONDITION.

Asked by the State superintendent whether any progress was made in 1881 in school organization or methods of teaching, a majority of the county superintendents answer affirmatively, some of them reporting decided progress and improvement, especially in the schools whose teachers attended the normal institutes. A comparison of statistics for 1880 and 1881 shows a positive gain at almost every point, the most noticeable facts being an increase of 18,310 in enrolment and of 6,083 in average attendance, which was met by an increase of 528 schools. An increase of 29 in the number of graded schools and of 877 in the number of pupils studying higher branches also marks improvement in teaching. The normal institutes held by means of aid from the Peabody fund in 1880 and 1881 have been a great benefit to the schools by improving the methods of instruction in them. The State superintendent hopes to interest the legislature in these schools, so as to secure State aid for them.

## AID FROM THE PEABODY FUND.

Aid to the amount of \$5,150 was received by this State in 1880-'81. Of this the sum of \$3,000 was expended for teachers' institutes; \$1,450 for scholarships, to enable selected Virginia teachers to study at the Normal College, Nashville, Tenn.; \$200 for the Educational Journal; and \$500 for Hampton Normal Institute.

## KINDERGÄRTEN.

Three schools of this class report for 1881: the American Kindergarten, Lynchburg; Portsmouth Kindergarten, Portsmouth, and American Kindergarten, Richmond, with an aggregate attendance of 48 children. For full statistics, see Table V of the appendix; for a summary, see the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

## OFFICERS.

Cities not divided into wards constitute a single district; in cities divided into wards, each ward constitutes a school district. The control of school affairs is in the hands of a school board composed of not more than 3 trustees from each district.

All cities of 10,000 or more inhabitants must (and all others may) have a city superintendent of schools, appointed by the State board of education, subject to confirmation by the senate.

## STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Public schools.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Alexandria <i>a</i> .....	13,659	4,582	21	1,204	911	19	\$10,712
Danville <i>b</i> .....	7,526	.....	15	994	508	15	11,856
Lynchburg <i>a</i> .....	15,959	4,907	32	1,872	1,171	31	41,590
Norfolk <i>b</i> .....	21,966	6,706	28	1,642	1,169	26	16,988
Petersburg <i>a</i> .....	21,656	7,203	28	2,083	1,518	28	17,232
Portsmouth <i>a</i> .....	11,390	3,210	14	997	575	14	8,670
Richmond <i>c</i> .....	63,600	21,536	133	6,993	5,739	143	91,616

*a* From city return.

*b* From State report.

*c* From city report.

## ADDITIONAL PARTICULARS.

*Alexandria* valued its school property in 1881 at \$49,400 and reported 4 school buildings, with 21 rooms and 1,150 sittings for study. The schools were graded as primary and grammar, pupils in the seventh grammar grade receiving instruction in some of the higher English branches, such as physical geography, algebra, and geometry. The length of session was 180 days; 5 men and 14 women were employed as teachers. There was a gain of about 4 per cent. in enrolment of white and of 35 per cent. in enrolment of colored pupils, the latter attributed to the closing of a Protestant Episcopal church school for colored pupils and of one or two private schools. The average attendance of colored children, notwithstanding a severe winter, increased nearly 37 per cent., a greater ratio than the increase in enrolment, while the average attendance among whites increased only 2 per cent. There were 629 cases of corporal punishment reported as against 1,073 for 1880, and 1,019 cases of tardiness against 916 for 1880. An estimated enrolment of 1,100 is given for private schools.—(City report.)

*Danville* reported through the State superintendent graded schools for both white and colored children. Those for whites, with 7 grades, were taught by 8 teachers for 10 months, with an enrolment of 414 and an average daily attendance of 223; those for colored had also 7 grades, with 7 teachers, a session of 6 months, and an enrolment of 580, with 285 in average attendance.—(State report.)

*Lynchburg* reported 5 buildings, with 32 rooms and 1,350 sittings, valued at \$56,000. The schools are graded as primary, grammar, and high, and were taught 194 days by 1 colored and 7 white men, 4 colored and 20 white women. An enrolment of 119, with an average attendance of 88, was given for the high school. Private schools enrolled 500.—(State report and return.)

*Norfolk* reported to the State superintendent 18 public schools for whites and 10 for colored, taught for 190 days by 18 white and 8 colored teachers. The schools are graded and under the charge of 5 principals for white and 2 for colored. The average monthly pay of men teaching was \$80.12, and of women, \$52.63.

*Petersburg* reported 6 school-houses containing 28 rooms, valued, with sites, furniture, &c., at \$57,000. The 4 schools for whites are graded as primary, grammar, and high; the 2 for colored, as primary and grammar. The whole enrolment of whites was 33½ per cent. of the school population, that of colored, 25½, while 93.3 per cent. of average daily enrolment of whites and nearly 94 per cent. of the average daily enrolment of colored were in average daily attendance. The schools were taught 185 days by an efficient corps of teachers, 16 women and 12 men, besides a principal and special teacher of penmanship. The superintendent reports the schools as improving at all points. An estimated enrolment of 1,200 is given for private schools.—(City report and return.)

*Portsmouth* reported 14 primary schools, 10 for white and 4 for colored children, accommodated in 3 school-houses, with 14 rooms, and valued its school property at \$15,500. The schools were taught 202 days by 14 white teachers, 4 men and 10 women. There were 819 enrolled in private schools.—(State report and return.)

*Richmond* expended \$18,766 for the construction and improvement of school buildings and for school furniture, and valued its entire school property, thus improved, at \$279,081.



Thirteen school-houses were reported, 8 for white and 5 for colored pupils; 12 of these contained 82 white and 51 colored schools, divided into 91 primary and 40 grammar grades, with two high schools, taught by 126 white and 17 colored teachers. With a school population of more than 20,000 and an enrolment of 6,993, there were sittings for only 6,549, showing the need of greater accommodations. The schools were in session for 9 months. The average daily attendance in this year, as in other years, was good, averaging 94.4 per cent. in white schools and 97 per cent. in colored on the average monthly enrolment. The high school for whites, with an enrolment of 282 pursuing a 3 years' course (including Latin, modern languages, and some branches of natural science), had 15 graduates, 13 girls and 2 boys, in 1881. The colored normal school reported a 3 years' English course of a lower grade than the high school; as the model school in connection with it has been discontinued for want of room and the normal instruction is limited, the superintendent recommends a further course of normal instruction for its graduates as well as for those of the high school; with an enrolment of 290, there were 10 graduates, 8 young men and 2 young women.—(City report.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS.

The normal schools reporting for 1881 are Bridgewater Normal School, organized in 1873; Hampton Normal and Agricultural Institute, organized in 1868 for colored and Indian students; St. Stephen's Normal School, Petersburg, organized in 1871 for colored youth; and the Richmond Normal School for colored. The first mentioned reports 87 students, but makes no distinction as to what number were in the normal department. Hampton had 48 instructors in all its departments, 305 normal students, 80 Indians, and 41 graduates from the 3 years' normal course, of whom 38 engaged in teaching. St. Stephen's Normal, under control of the Protestant Episcopal Church, reported 7 instructors and 250 students in all departments, 25 of them in the normal course. The Richmond colored normal is a part of the public school system of that city and had 66 normal students, of whom 9 graduated.—(Returns.)

### GENERAL TEACHERS' INSTITUTES.

The Virginia State Institute for Colored Teachers was held in the buildings of the Agricultural and Normal Institute, Hampton, June 28 to July 15, 1881, with an aggregate attendance of 141. The exercises were conducted by Prof. H. P. Warren, of the New Hampshire State Normal School, assisted by Misses Reed and Cate, of the same institution, and Mr. J. Freeman Hall, of Dedham, Mass. The entire time of the institute was devoted to discussions on the development of reading, number work, geography, language, and, to some extent, map drawing.

Two normal institutes for white teachers were held in 1881, one at Abingdon, in the buildings of Martha Washington College, the other at Front Royal. The former was conducted by Dr. M. A. Newell, of Maryland, assisted by Mr. J. P. Thomas, principal of Bethel Public School, Richmond; Mr. J. G. Swartz, principal Lexington Public School, and Miss Annie Ruffner, daughter of Superintendent Ruffner, a graduate of the New Jersey State Normal School. The enrolment, during the 4 weeks the institute lasted, reached 287, with an average attendance of 265, representing 25 counties. The work was divided into general, class, and optional exercises and lectures. General exercises consisted of singing and morning devotions, learning selections from the best English authors, the study of history by topics, and lectures on some point of school management or methods of teaching; the "grading of country schools" was a topic discussed with great interest. Class exercises consisted in class recitations, for which the students were divided into sections; geography and map drawing, arithmetic, grammatical analysis, object lessons, and reading were the principal subjects taken up. The optional exercises (singing, calisthenics, literary and musical soirées) took place out of school hours and were largely attended. Seven evening lectures, three by State Superintendent Ruffner, interested the citizens as well as members of the institute.

The Front Royal Institute was conducted during its 4 weeks' term by Dr. Edward Brooks, of the State Normal School at Millersville, Pa., assisted by Profs. E. O. Lyte, G. W. Hull, J. W. Lansinger, and Miss M. Frances Boice. The work was divided into general exercises and class drills. The principal lectured three-quarters of an hour every morning on subjects connected with the science and art of teaching. Class drills in grammar, vocal music, mathematics, geography, history, object lessons, reading, and elocution were given daily. The teachers formed a reading club, which met out of school hours; also, a glee club. These contributed to the evening entertainments frequently given. State Superintendent Ruffner and others delivered lectures. There were 265 in attendance on this institute, including teachers from 53 counties, 10 county and several city superintendents.—(State report.)

## COUNTY INSTITUTES.

A rule of the State board of education requires the holding of at least one teachers' institute a year in each county by the county superintendent. Of the counties and cities reporting to the State superintendent 21 held no institute, while 33 held more than one, Lynchburg reporting 14, Petersburg 10, and Alexandria 9.—(State report.)

## EDUCATIONAL JOURNAL.

The Educational Journal of Virginia is a monthly publication issued at Richmond. Its general department is devoted to education and literature and its official department, edited by the State superintendent, gives full information in regard to the State system. It is the official organ of the State Teachers' Association as well as of the State superintendent. It was in its twelfth volume in 1881.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

The higher branches may be introduced into any school with the sanction of the county school board, and may be discontinued at the option of the board. The State superintendent reports 8,139 pupils studying higher branches, an increase of 877 over the previous year, but gives no definite information as to high schools established. The cities of Danville, Lynchburg, Norfolk, and Richmond reported high schools in 1880, while Liberty, Lynchburg, Petersburg, Richmond, Staunton, and Winchester report such schools for 1881, or grades that imply the existence of them. The Petersburg school had 109 pupils; the Richmond high school for whites, 232; the Richmond colored normal school, which appears to serve more as a high school for the colored race, 290, of whom 66 were reported as normal students. Cumberland College and Turkey Cove Seminary, Lee County, ranked among the State graded schools (probably as private schools receiving public pupils), also indicate high school grades.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix. For summaries of their statistics, see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## UNIVERSITIES AND COLLEGES FOR YOUNG MEN.

The University of Virginia, Albemarle County (non-sectarian and supported in part by the State), is free to students from Virginia over 18 years of age, and offers to successful candidates, residence immaterial, at a competitive examination, 11 scholarships good for 1 year, divided among its various departments. The undergraduate studies are arranged in 12 schools, viz: Latin, including instruction in Sanscrit; Greek, including Hebrew, if desired; modern languages (including French, German, Italian, Spanish, and Anglo-Saxon); moral philosophy; history, general literature, and rhetoric; mathematics, pure and mixed; natural philosophy; general and applied chemistry; applied mathematics; analytical and agricultural chemistry; agriculture, zoölogy, and botany, and natural history and geology. There are also departments of medicine, law, and agriculture. An aggregate of 357 students in all schools and departments was given.

In 1877 Mr. Leander J. McCormick, of Chicago, offered to the university a great refracting telescope which he had had constructed at a cost of nearly \$50,000, on condition that the funds necessary to erect an observatory and endow a chair of astronomy be raised by the university. In April, 1881, it was announced that the amount had been raised, Mr. W. H. Vanderbilt, of New York, contributing \$25,000 and other friends residing in the State giving \$50,000. Mr. McCormick then added \$18,000 for the erection of the observatory, which was commenced at once.

To the museum of natural history and geology provided for by Mr. Lewis Brooks, of Rochester, N. Y., in 1875, at a cost of \$68,000, and since improved by others at a further cost of \$12,000, Mr. Brooks's brothers are reported by the visitors of the university in 1880-'81 to have added a valuable botanical collection by a gift of \$4,000.

Of the 6 other institutions of this class reporting for 1881, the Randolph Macon College, Ashland; Washington and Lee University, Lexington; and Richmond College, Richmond, arrange the courses of study, like the University of Virginia, in separate schools. Emory and Henry College, Emory; Hampden Sidney College, Hampden Sidney; and Roanoke College, Salem, have preparatory departments and a 4 years' classical course, with opportunity for some scientific study. William and Mary College, Williamsburg, is understood to have almost wholly suspended its instruction from want of funds.

For statistics of the several institutions, see Table IX of the appendix ; for summary of these statistics, the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

For names and full statistics of institutions for the higher education of young women, see Table VIII of the appendix, and a summary thereof in the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

Scientific instruction is found in 3 of the regular colleges reporting, Emory and Henry College offering a 3 years' scientific course and Washington and Lee University and the University of Virginia courses in civil engineering and general science, the last named adding mining engineering and a course in agriculture, zoölogy, and botany of 2 to 3 years, with a well stocked museum for illustration of the instruction given and an experimental farm for practice.

The separate scientific schools reporting for 1880-'81 are (1) the Virginia Agricultural and Mechanical College, Blacksburg, organized in 1872, which offers free tuition to State students, enjoys part of the congressional land grant, and has a scientific course of 4 years, leading with practical work on the farm and in the shop, to the degree of graduate in agriculture or in mechanics; (2) Hampton Normal and Agricultural Institute, Hampton, which, organized in 1868 for the education of the colored race and since opened to Indians also, receives the benefit of a portion of the land grant and offers a 3 years' course, the first 2 years including elementary studies and the last higher mathematics and some scientific instruction, as well as opportunity for practice on the farm, in the household, and in the shops; (3) the Virginia Military Institute, Lexington, founded in 1839, which receives an annual appropriation for its support from the State and provides for one State cadet from each senatorial district. A 4 years' course includes instruction in the natural sciences, civil and military engineering, and mechanical drawing. A graduate course in a special school of applied science is also offered.

The Polytechnic Institute, New Market, has not reported since 1880.

For statistics, see Table X of the appendix; for a summary of them, the report of the Commissioner preceding.

#### PROFESSIONAL.

The *theological* schools reporting are Union Theological Seminary, Hampden Sidney (Presbyterian), 1824; Richmond Institute, Richmond (Baptist), 1867; Theological Seminary of the Evangelical Lutheran General Synod South, Salem, 1832; and the Protestant Episcopal Theological Seminary of Virginia, Theological Seminary P. O., 1823. An examination for admission of applicants who are not college graduates is required by all and full 3 years' courses are offered. At the last named there is also a preparatory course. Richmond Institute, which is for colored students, has 3 years' preparatory and 3 years' academic courses before the theological. For statistics, see Table XI of the appendix, and for a summary, the report of the Commissioner preceding.

The institutions having a department for *legal* instruction are Richmond College, the University of Virginia, and Washington and Lee University. All offer a 2 years' course, which, at the option of the student, may be completed in one year, although the full 2 years' course, of 9 months each year, is advised. Washington and Lee University permits students devoting 2 years to the course in law to pursue certain academic studies at the same time, without additional expense. For statistics, see Table XII of the appendix; and for summaries of them, the report of the Commissioner preceding.

*Medical* instruction is given in the medical department of the University of Virginia and in the Medical College of Virginia, Richmond. Both have graded courses of 2 years (each of 9 months) and daily examinations on the studies of the preceding day and course. In the former no examination for admission is required, and students able to pass examination on the studies of the 2 years may graduate in one year. The latter requires one year's study with a reputable physician before admission, as well as attendance on 2 full lecture courses, and will admit no student to examination for the degree who has not dissected for at least one session.

*Pharmaceutical* students, by attendance on the lectures of the Medical College of Virginia, after passing a satisfactory examination, may receive a diploma in pharmacy.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Virginia Institution for the Deaf and Dumb and the Blind, Staunton, founded in 1839, has received since that time 530 deaf-mute and 253 blind students. The depart-



ment for the deaf and dumb for 1881 reports 96 pupils taught the common English branches, history, free hand drawing, and painting in oil; also, carpentry, painting, shoe-making, printing, cabinet making, bookbinding, sewing, and fancy work. The department for the blind had 32 pupils receiving instruction in a full course of common and higher English branches, French, and vocal and instrumental music; also, instruction in broom making, cane seating, mattress making, fancy and bead work.

#### INDUSTRIAL TRAINING.

The *Hampton Normal and Agricultural Institute*, for Indian and negro students, gives instruction in various industries. The students work on the farm, in the sawmill, in the brickyard, in the shops at trades, in the sewing and tailoring departments, in the household and in the kitchen garden, receiving pay for their labor. They were enabled in 1881 to earn \$24,898, which sum, with the addition of a small amount paid by some students, was sufficient, as tuition is free, to cover the expense of board, clothing, &c., for all colored students.

The *Miller Manual Labor School*, of Albemarle, so named after the late Samuel Miller, under whose will it was established, combines training in industries with study in the school. The latter is attended to from 8 to 1 o'clock on all school days, with half an hour of recess; the former occupies about two hours of the afternoon. Every boy is expected to work in the shop, in the printing office, on the farm, or in the garden, learning the use of mechanical tools, the best modes of feeding and caring for stock, of cultivating orchards, vineyards, gardens, and lawns; of planting crops, tending and gathering them; of setting type, printing books, and managing a telegraph—all with a view to preparation for earning an honest livelihood. The endowment of the school is ample, its buildings are good, and its officers of high repute for excellence. Its immediate benefits are limited to children 10 to 14 years of age of the county in which it is, who are either orphans or of parents unable to educate them. Since its organization, in 1878, there had been 124 received, of whom 100 were on the roll in 1881, under a superintendent and 4 instructors, with a matron.—(Report and return, 1881.)

Five orphan asylums send returns for 1880-'81. All seem to be exclusively for girls, and teach sewing and household work in addition to the elementary English branches. One at Lynchburg was handsomely endowed by Mr. Samuel Miller, before spoken of, and he was buried in its grounds. One in Lawrenceville, Brunswick County, with 90 boys and 135 girls, under 2 teachers, was for the education and elevation of the destitute children of the old plantation negroes of that region. For statistics of all that report them, see Tables XX and XXII of the appendix.

### EDUCATIONAL CONVENTIONS.

#### VIRGINIA STATE EDUCATIONAL ASSOCIATION.

The sixteenth annual meeting was held in the hall of the Norfolk College for Young Ladies, July 5-6, 1881, and discussed such topics as the true sphere of the association, the geological and mineral interests of Virginia as affecting the future status of its schools, the practical utility of natural history in developing the industrial resources of the State, the educational needs of southern women and the means of meeting them, English language and literature, Greek, Latin, modern languages, algebra, geometry, &c. Secondary education received considerable attention, and was referred to a special committee for further consideration and for report at the next meeting. The need of endowment funds for educational institutions was dwelt upon by Professor Dreher, of Roanoke College, and legislation by Congress and by State legislatures for the support of schools and for the education of the people through them found an eloquent advocate in Hon. John Goode, of the Committee on Education and Labor of the United States House of Representatives.

The meeting is said to have been more numerously attended than the last, and the speakers were almost wholly representative men, of large ability, including Superintendent Ruffner and professors and principals of important educational institutions of the State. The meeting for 1882 was appointed to be held at Charlottesville, August 21 and 22.

#### CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM H. RUFFNER, *State superintendent of public instruction, Richmond.*

[Third term, March 15, 1878, to March 15, 1882.]

Hon. Richard R. Farr has been chosen by a new legislature to succeed Dr. Ruffner.

## WEST VIRGINIA

## SUMMARY OF EDUCATIONAL STATISTICS.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21) ----	202,364	205,087	2,723	-----
Colored youth of school age (6-21) ----	7,749	8,104	355	-----
Whole number of school age ----	210,113	213,191	3,078	-----
Whites enrolled in public schools ----	138,779	141,319	2,540	-----
Colored enrolled in public schools ----	4,071	3,884	-----	187
Whole public school enrolment ----	142,850	145,203	2,353	-----
Average daily attendance, white ----	89,022	88,807	-----	215
Average daily attendance, colored ----	2,682	2,459	-----	223
Whole average daily attendance ----	91,704	91,266	-----	438
SCHOOL DISTRICTS AND SCHOOLS.				
School districts (former townships) --	363	365	2	-----
Subdistricts in these ----	3,529	-----	-----	-----
Public high schools ----	8	11	3	-----
Public graded schools ----	103	93	-----	10
Public union schools ----	20	12	-----	8
Public ungraded schools ----	3,680	3,796	116	-----
Whole number of public schools ----	3,811	3,912	101	-----
Average time of school in days ----	99	97	-----	2
Frame and log school-houses ----	3,458	3,604	146	-----
Brick and stone school-houses ----	99	100	1	-----
Whole number of public school-houses ----	3,557	3,704	147	-----
School-houses built during the year --	152	167	15	-----
Valuation of school property ----	\$1,670,535	\$1,753,144	\$82,609	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools ----	3,104	3,079	-----	25
Women teaching in the same ----	1,030	1,208	178	-----
Whole number of teachers employed --	4,134	4,287	153	-----
Average monthly pay of white men --	\$27 70	\$27 96	\$0 26	-----
Average pay of white women ----	29 28	28 70	-----	\$0 58
Average pay of colored men ----	29 22	27 37	-----	1 85
Average pay of colored women ----	28 72	24 70	-----	4 02
RECEIPTS AND EXPENDITURES.				
Whole receipts for public schools ----	\$791,083	\$855,466	\$64,383	-----
Whole expenditures for same ----	716,864	761,250	44,386	-----
STATE SCHOOL FUND.				
Whole permanent fund reported ----	\$423,989	\$441,947	\$17,958	-----

<sup>a</sup> Including the above 20 public union schools.

(From report of Hon. B. L. Butcher, State superintendent of free schools, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

For the State these continued to be a superintendent of free schools, chosen by the people for the term of 4 years; a State "board of the school fund," consisting of the governor, superintendent, auditor, and treasurer; a board of regents of the State normal school, consisting of the State superintendent and one person appointed by the governor from each congressional district; and a board of regents of the university, containing one person from each senatorial district, also appointed by the governor.

For each county there continued to be a superintendent of free schools, elected by the voters every 2 years, and a county board of examiners, consisting of the county superintendent and 2 experienced teachers, chosen by the presidents of the district boards of education in the county. For each school district in the county there was chosen by the people a board of education of 3 members, to continue in office 2 years.<sup>1</sup> For each sub-district into which a district may be divided, there were 3 trustees appointed by the district board of education. Directors of a high school formed by the concurrent action of 2 or more districts are selected or removed at the discretion of the boards of education of said districts.

## OTHER FEATURES OF THE SYSTEM.

The State schools are free to all youth 6 to 21 years of age in the districts where established. Sufficient primary schools are to be provided for the instruction of all youth in the district entitled to attend; but separate schools for white and colored children are the rule, and there are separate funds for each. The elementary English studies only are required to be taught, but boards of education may add other studies. High and graded schools are authorized in districts where they are needed, subject, in all cases, to the vote of the people in said district whenever an additional tax is involved. Only duly licensed teachers are to be employed, who must keep the required registers of attendance, of studies, and of the number engaged in each, and make the required monthly and term reports to the secretaries of their respective boards, or forfeit the pay due them at the time. The school month consists of 22 days; the year for teaching, of 4 such months, unless a vote of the people in a district should call for a longer term. The free schools are sustained from the proceeds of a fund derived from the sale of United States land warrants; by an annual tax of 10 cents on the \$100, with \$1 capitation tax on each male citizen; by the proceeds of forfeitures, confiscations, and fines of the previous year; and by the income from such bank stock and United States bonds as may be held by the board of the school fund; while districts are required to raise enough, with the aid of the State money, to keep the primary schools open for at least 4 months in the year, the district tax in any year, however, not to exceed 50 cents on the \$100, and the fund thus raised being used exclusively for teachers' salaries. For school-houses and all expenses beyond teachers' salaries, 40 cents on the \$100 may be levied; while, for graded schools beyond the primary, 15 cents on the \$100 and, for a high school, 30 cents on the \$100 are allowed.—(School laws.)

## GENERAL CONDITION.

According to the State superintendent's review of the year, the outlook of popular education in the State was never brighter. The signs of general progress were the demand for better teachers; an increase, in some localities, of teachers' salaries; an improvement in methods of teaching; an increased interest on the part of parents; and improved school buildings, with better furniture and apparatus. The legislature of 1881 increased the duties and compensation of county superintendents, which resulted in an increased number of county educational meetings. That the colored people may have well trained teachers of their own race, the same legislature provided for the free education of 18 colored students at Storer College, Harper's Ferry, the selection to be made by the State superintendent from 9 appointment districts.

The statistics of 1880-'81, as compared with those of 1879-'80, show that, with an increased school population of 3,078, there was an additional enrolment of 2,353. The scholars were well provided for in 116 more ungraded and 3 more high schools, public graded schools, however, falling off 10. The average school term was 2 days shorter. Female teachers increased by 178 and the whole number of teachers by 153, a fair proportion to the new school-houses and enrolment. In the valuation of school property there was a gain of \$82,609; in receipts, of \$64,383; in expenditures, of \$44,386; and in permanent fund, of \$17,958. The only falling off, besides those before mentioned, was a decrease of 187 in colored pupils enrolled; of 438 in whole average daily attendance, about equally divided between whites and colored; of 25 in the number of male teachers, made up by an increase of females employed; and a slight decrease in the average monthly pay of teachers.

<sup>1</sup>Since changed to 4 years for the president and another member of the board.



## PEABODY FUND.

The amount given to the State in 1881 was \$2,000, to be used in aid of teachers' institutes and of normal schools for the training of teachers.

## NEW SCHOOL LEGISLATION.

The colored people of the State having been to a large extent without competent teachers of their own race, the legislature of 1881 introduced into the school law a provision that the State superintendent of free schools should make arrangements with some suitable institution of learning in the State for the normal training of a number of colored school teachers, bearing to the colored population of the State a proportion equalling that borne to the white population by the non-paying white students in the State normal schools, the sum to be paid for each of these new pupils not to exceed that for each non-paying white pupil. The law was promptly carried into effect through an appropriation made for the purpose by the legislature.

A considerable revision of the general school law also appears to have been made, increasing the duties and compensation of county superintendents and making the pay of teachers largely depend on the grade of their certificates of qualification.

## CITY SCHOOL SYSTEM.

## WHEELING.

*Officers.*—At the latest date of definite information the officers continued to be a board of education of 3 members from each subdistrict, with a superintendent of the city school district, appointed by the board and required to have had at least 3 years of successful practice in graded schools.

*Statistics.*—Wheeling, with a population of 30,737 in 1880-'81, had 10,673 children of school age, averaging 10½ years old, the males and females being of nearly equal numbers, with only 270 colored youth. Of these, 4,917, or 46 per cent., were enrolled, while 3,156 were in average daily attendance, which, although only 30 per cent. of the school population, was 64 per cent. of the enrolment. There were 8 brick school buildings, containing 8 graded schools, with 93 teachers, 83 holding first grade and 10 second grade certificates. School property was valued at \$236,680, while expenditures for the year amounted to \$60,248.

*Additional particulars.*—According to a new plan of organization and course of study, adopted in 1881, the highest department of each school is to be called a grammar school, all the subordinate departments are to constitute a primary school, and each is to bear the name of the subdistrict in which it is located. The grammar schools are to be of 4 grades, each covering a year; the primary, of 4 divisions, each with as many grades or sections as the superintendent may deem necessary or expedient. No high school is provided for, but the studies of the grammar grades include several subjects usually in a high school course, without, however, any foreign language.—(State report for 1881.)

## TRAINING OF TEACHERS.

## NORMAL SCHOOLS.

The normal school of the State, established under act of 1867 as a department of *Marshall College*, Huntington, is under the control of a board of regents, assisted by a local committee. The same is the case with its 4 branches at Fairmont (1869), West Liberty (1871), Glenville, and Shepherdstown (1873). The course of study in each school continued to be of 3 years. Upon its completion normal diplomas are granted by the State superintendent under authority of the regents, the holders of them, however, to be subject to examination by the county superintendents after 1882. Tuition and books were free to State students agreeing to teach 1 year in the free schools of the State. To these schools 600 students, divided among the counties according to population, may receive appointments. Boys appointed must be 14 and girls 13 years of age.

*Storer College*, Harper's Ferry (1867), besides affording preparatory and academic courses for colored pupils, gives normal training, and for 1880-'81 reported 8 instructors and 170 normal students, including 18 selected colored teachers supported by the State. Of the whole, 13 were graduated, 10 of whom engaged in teaching. This college had a library of 3,100 volumes, increased by 200 during the year, while instruction was given in drawing and in vocal and instrumental music.

*Bethany College* offered in 1880-'81 a teachers' course in natural philosophy of 6 to 10 weeks, affording laboratory work in verification and illustration of the instruction given.

## TEACHERS' INSTITUTES.

During 1881 there were 60 county and 5 district institutes held, with a total enrolment of 4,410 and an average daily attendance of 4,078. This remarkable attendance

was attributed to the compulsory provision of the institute law and the employment of well known competent teachers, while out of these gatherings came an improved condition in school affairs. The 5 district institutes were held at Parkersburg, Fairmont, Charlestown, Lewisburg, and Wheeling, each continuing 5 days, under the personal supervision of the State superintendent, with Prof. E. V. De Graff, of Paterson, N. J., and Prof. J. J. Ladd, of Staunton, Va., as instructors at the first 4 mentioned, and several other distinguished teachers at the last. The expenses, except the janitor fees, were paid from the Peabody fund. These were regarded as the most successful institutes ever held in the State.

#### WEST VIRGINIA SCHOOL JOURNAL.

A useful paper under this title issued its first monthly number in November, 1881. Besides many articles for the benefit of teachers, it presents much interesting information as to current school matters in the State.

### SECONDARY INSTRUCTION.

#### FREE HIGH SCHOOLS.

The law of the State authorizes the organization of high schools in single districts or in 2 or more combined districts where there are advanced students needing the higher instruction of such schools. Eleven were reported for 1880-'81, a gain of 3 on the previous year, but, as then, without statistics of attendance, &c.

#### OTHER SECONDARY SCHOOLS.

For business colleges and private academic schools, see Tables IV and VI of the appendix; for preparatory departments of colleges, see Table IX; for full summaries of the statistics of each class of schools, corresponding tables in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*West Virginia University*, Morgantown, 1867 (non-sectarian), continued in 1880-'81 its classical, scientific, engineering, and military courses of 4 years each, with a course in agriculture of 2 years, while those of law and medicine were not yet fully developed. It also provided a preparatory course of 2 years and an optional one of select studies for such as might not desire a full course in any of the regular ones; also, a free course of 1 year in vocal music. During the year there were 12 instructors, with 97 preparatory and 58 collegiate students, a gain of 30 over the previous year. There were 5,000 volumes in the library, which was increased by 250 during the year. University property was valued at \$110,000, with a productive fund of \$109,000, and, for the year, a State appropriation of \$11,500.—(Catalogue and return.)

*Bethany College*, Bethany (Christian), in 1880-'81 continued its classical, scientific, and ministerial courses of 4 years each and 3 special courses in engineering, physics, and chemistry, with an academic preparatory course of 2 years, in some cases reduced to 1 year; also, irregular and graduate courses—all being open equally to both sexes. There were 8 instructors, with 67 students. Graduated since the opening of the college, 575.—(Catalogue and return.)

*West Virginia College*, Flemington (Free-Will Baptist), offered preparatory, academic, classical, philosophical, literary, normal, and musical courses of 3 years each, with undefined commercial, military, and select courses. It reported 11 instructors and 30 students in the freshman class, with college property valued at \$15,000, and 600 volumes in the library.—(Catalogue and return.)

*Shepherd College*, Shepherdstown (non-sectarian), presented no definite collegiate course, though it offered collegiate instruction to follow the normal course mentioned under Training of Teachers. Two instructors, with 71 normal students, male and female, were reported for 1880-'81.—(Catalogue.)

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

West Virginia and Shepherd Colleges continued to admit women to equal privileges with men and Bethany College had opened its doors to them.

For institutions at Clarksburg, Parkersburg, and Wheeling admitting women only, see Table VIII of the appendix; for a summary of the statistics, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

*West Virginia University* continued to offer in 1880-'81 its previously mentioned scientific course of 4 years for the degree of B. S.; an engineering course, in which the studies of the first 3 years are the same as in the scientific, while the senior year is devoted to studies belonging directly to that department, including civil and military engineering; and an agricultural course of 2 years.

*Bethany College* also offered a scientific course of 4 years; a special course in engineering, with no fixed time; a teachers' course in natural philosophy of 6 to 10 weeks; and a special course in practical chemistry.

For statistics of each college, see Table X of the appendix; for a summary of the statistics of all reporting, see the report of the Commissioner preceding.

## PROFESSIONAL.

*Theological.*—As far as known, the ministerial course in *Bethany College* affords the only theological instruction in the State. The course of 4 years embraces the school of sacred literature, of ancient languages, of mathematics and astronomy, of natural science and mental philosophy, belles lettres, and political economy. It reported 8 students.

*Legal.*—In the *West Virginia University*, the full legal course embraced common, statute, and mercantile law, equity, and evidence, with constitutional and international law, these last not required of students fitting themselves for ordinary practice. Besides daily examinations, there were term examinations at the close of each session, certificates of distinction being given to those whose entire examinations had been uniformly good. The course appears to cover the university year.—(Catalogue.)

*Medical.*—This department of the same university continued in 1880-'81 its lectures on anatomy, physiology, and hygiene, the class being made up of those in the junior college class who were required to study anatomy and physiology as a part of their course, of certain State cadets who elect to take this course, and of regular medical students. The interest taken in this course of study, shown by punctual attendance and evident comprehension of the instruction given, was very gratifying. The course of instruction begins with the winter term, in November, and continues to the close of the university year, in June.—(Catalogue.)

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *West Virginia Institution for the Deaf and Dumb and the Blind*, Romney (1870), gave in its report for the two years ending in September, 1880 (the last received), 163 deaf-mutes and 54 blind youth as having been instructed in the ten years of its work. Of these, 93 deaf-mutes and 31 blind pupils had been graduated or regularly discharged, many of whom were then self supporting and industrious men and women. In 1879-'80 there were 94 deaf and dumb and 36 blind inmates, a total of 130. For 1880-'81 a return gives 30 blind pupils under 3 teachers, and the *American Annals of the Deaf and Dumb* gives 78 as the whole number of deaf-mutes at the close of 1881, with 6 teachers. The common English branches were taught, including drawing for the deaf-mutes, selected classes from whom received special instruction in articulation and lip reading, while the studies for the blind reached the higher branches and music. The industries were carpentry, cabinet work, shoemaking, tailoring, broom and mattress making, chair caning, and printing. The mattress, broom, and chair shops were reserved for the blind boys, while the girls made all their own clothing and the underwear of the boys. The course of instruction covers 8 years, and in the blind department extends from the embossed alphabet up through all the grades of the highest academic branches, while the deaf-mute is confined to the study of language until he has acquired a sufficient knowledge of it to begin the study of the ordinary school branches.—(Biennial report and return.)

## EDUCATIONAL CONVENTION.

## WEST VIRGINIA EDUCATIONAL ASSOCIATION.

No information has reached this Bureau in reference to a meeting of this body in 1881.

## CHIEF STATE SCHOOL OFFICER.

Hon. BERNARD L. BUTCHER, *State superintendent of free schools, Wheeling.*

[Term, March 4, 1881, to March 4, 1885.]



## WISCONSIN.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-20)-----	483, 229	491, 358	8, 129	-----
Public school enrolment-----	299, 457	300, 122	665	-----
Average daily attendance-----	197, 510	190, 878	-----	6, 632
Youth attending private schools-----	25, 938	26, 252	314	-----
Attending State normal schools-----	1, 880	1, 898	18	-----
In academies and business colleges-----	2, 258	2, 826	568	-----
In collegiate and theological schools-----	2, 587	2, 971	384	-----
In State charitable and reform schools-----	948	966	18	-----
In other benevolent institutions-----	700	972	272	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts-----	5, 604	5, 645	41	-----
Number reporting statistics-----	5, 561	5, 588	27	-----
Districts that lent books to pupils-----	622	579	-----	43
Number of ungraded schools-----	5, 533	5, 369	-----	164
Number of graded (including high) schools-----	451	474	23	-----
Number of high schools-----	110	117	7	-----
Total public schools-----	5, 984	5, 843	-----	141
Average term in days-----	162. 5	175. 6	13. 1	-----
Town and school district libraries-----	318	274	-----	44
Public school-houses-----	5, 667	5, 754	87	-----
Value of public school property-----	\$5, 303, 298	\$5, 522, 657	\$219, 359	-----
Number of private schools-----	489	465	-----	24
TEACHERS AND THEIR PAY.				
Number of men teaching-----	2, 918	2, 721	-----	197
Number of women teaching-----	7, 197	7, 198	1	-----
Whole number of teachers-----	10, 115	9, 919	-----	196
Average monthly pay of men in cities-----	\$85 74	\$93 85	\$8 11	-----
Average pay of women in cities-----	35 06	36 25	1 19	-----
Average pay of men in counties-----	37 14	35 39	-----	\$1 75
Average pay of women in counties-----	24 91	25 21	30	-----
Number of teachers in private schools-----	804	852	48	-----
INCOME AND EXPENDITURE.				
Whole receipts for public schools-----	\$2, 697, 801	\$2, 178, 219	-----	\$519, 582
Whole expenditure for public schools-----	2, 230, 772	2, 279, 103	\$48, 331	-----
EDUCATIONAL FUNDS.				
Amount of public school fund-----	\$2, 747, 844	\$2, 790, 214	\$42, 370	-----
University fund-----	226. 461	226, 797	336	-----
Agricultural college fund-----	267, 331	271, 940	4, 609	-----
Normal school fund-----	1, 070, 674	1, 098, 467	27, 793	-----

(From reports of Hon. William C. Whitford, State superintendent of public instruction, for the two years indicated, with return from the same for 1879-'80 and from his successor, Hon. Robert Graham, for 1880-'81.)

## STATE SCHOOL SYSTEM.

## OFFICERS.

A State superintendent of public instruction, elected by the people for two years, has general supervision of the common schools. Each county has a school superintendent, who is elected by the people for two years, and such counties as have over 15,000 population may have two if the board of supervisors shall so determine. District school affairs are managed by district boards consisting of the director, treasurer, and clerk, who are elected at district meetings and hold office for 3 years, with annual change of one. In towns which have adopted the township district system, the schools are under boards of school directors composed of the clerks of the various subdistricts. Free high schools are in charge of boards of 3 members, comprising a director, treasurer, and clerk; but, in cities not under county superintendents that become high school districts, the city board of education acts as a high school board. State normal schools are controlled by a board of regents, consisting of the governor, the State superintendent, and 9 others, who are appointed by the governor, with the approval of the senate. Women are eligible to election as district, town, or county school officers.

## OTHER FEATURES OF THE SYSTEM.

Public schools are supported from the income of a State school fund and from local taxation. The latter must, in each district, equal the amount last apportioned to it from the State fund, the basis of such apportionment being the number of resident youth 4 to 20. Each district, in order to receive its share, must sustain a common school, taught by a qualified teacher, for 5 months (in exceptional cases 3 months) each year, must have reported its school statistics according to law, and taken an annual school census. The law requires yearly reports to be made by district clerks, town clerks, county superintendents, and the State superintendent. Public schools must be non-sectarian and are free to all resident youth 4 to 20; pupils over 20 and non-residents may be admitted and instructed gratuitously or on the payment of tuition fees. Parents and guardians are required to send to public school at least 12 weeks in each school year all their children between 7 and 15 not disqualified for study, unless their education has been otherwise provided for; and a fine is imposed on those who violate the law. Exception is made, however, in case the residence of a parent or guardian be situated 2 miles from the school-house or in case the labor of a child be necessary to the support of parent, brother, or sister. Teachers, to be legally employed, must have certificates of qualification, and they must keep a daily register or forfeit pay. Teachers' certificates, granted by county superintendents on examination, are of 3 grades. State diplomas, good for 5 years or for life, are given by a board of examiners appointed by the State superintendent. The superintendent also has power to grant diplomas to graduates of the normal schools (which are good for 5 years), of the State university, and of other colleges in the State with equivalent courses, after they have taught successfully a certain length of time (which are good until annulled).

The system comprises, besides the common schools, public, high, and State normal schools, teachers' institutes, and a State university. There are also State institutions for the blind and deaf and a State reform school.

## GENERAL CONDITION.

The statistics show an increase of over 8,000 in the number of youth of school age, with only 665 more enrolled in public schools and an average attendance 6,632 less than the preceding year. Attendance in the counties was reduced by bad weather in the winter, as well as by the prevalence of contagious diseases. The superintendent thinks the decrease would have been greater but for the compulsory law. In the cities there was a gain of nearly 2,000 attending public day schools and of as many more in the evening schools. More school districts by 41 were organized and more by 27 sent reports. The apparent decrease of 141 in the number of public schools taught arises from different methods of reporting, there being in fact an increase in some counties. In 1879-'80 each department was returned as a school, but in 1880-'81 all departments in a building were regarded and reported as one school. Seven more high schools and 23 more graded schools were so reported. Fewer private schools were taught, but more pupils attended them; in the cities, children were taken from these and sent to public schools. Public school-houses increased by 87 and the value of all public school property by \$219,359. Fewer teachers were employed, all the reductions but one taking place among the men. The pay of teachers was on the whole slightly increased; in the cities men are reported as receiving on an average \$8.11 more and women \$1.19 more a month, while in the counties men were paid \$1.75 less and women 30 cents more. The superintendent reports a decrease in the number applying for certificates, and says teachers are seeking more remunerative positions in the trades and professions opened to them by the revival

in business. A larger amount of money was expended for public schools, although the reported receipts for them were less. There was an increase of \$42,370 in the public school fund and of \$27,793 in the normal school fund, while the university and agricultural college funds also increased somewhat.

The superintendent finds evidence of a steady and healthful advance in all grades of schools and methods of school work. He reports, also, greater harmony and zeal in the management and teaching of the schools; a more general recognition of the prominent defects in the public school system and more apparent willingness to remedy them; a slight growth of sentiment favorable to the employment of better teachers and for longer terms; a wider dissemination of information in respect to hygienic laws in their application to school-houses, grounds, and the care of children while in school, and a marked progress in methods of instruction in the country schools through the introduction therein of a graded system of study. This system consists of a classification of pupils into three grades with regular steps, promotion from one to the other being made according to fixed rules, and the arrangement of a simple but complete method of school records. Great importance is attached to the adoption of this system, and the most active labor has been given during the year to its introduction. As during the preceding year, circulars on the subject were sent to school officers and teachers; meetings of county superintendents were held to discuss the best means of instructing teachers and of enlisting the interests of school boards in the system. The course of study for teachers' institutes and the teaching given therein were based on this graded course for country schools; public addresses were made explaining it and reports of its workings were published in educational and other journals. The result has been beyond the superintendent's expectations, the system having been introduced into about one-fifth of the previously ungraded schools of the State.—(State report.)

#### RECOMMENDATIONS OF THE SUPERINTENDENT.

The superintendent repeats former recommendations as to changes in the school laws with a view to securing (1) better qualification of teachers and their greater permanence; (2) the provision of text books free of charge to pupils; (3) the enforcement of attendance on teachers' institutes; (4) changes in the compulsory education law making the required 12 weeks consecutive, and providing for the appointment of officers to look after truant children, to prosecute parents and guardians for violation of the law, and prevent the unlawful employment of children. He also advises the enactment of laws defining the educational qualifications necessary for superintendents; making the appointment of two superintendents in counties having over 15,000 population compulsory instead of permissive, as now; levying an annual State tax of two mills on the dollar of taxable property for public schools, one-half of the proceeds to be apportioned on the basis of attendance; and making compulsory the introduction of the town instead of the district system of schools. He says the voluntary system has been in operation 12 years, with but little advantage, the town system being now in use in only 19 towns in 9 counties. A few others adopted it, but abandoned it, chiefly because of its unlikeness in some points to the system prevailing in a majority of the districts.

#### KINDERGÄRTEN.

Ten schools of this class send reports for 1880-'81, and the State superintendent's report shows that 3 others were taught during the year. Five of them, situated in Milwaukee, enrolled 246 pupils, under 13 teachers. Two are reported in La Crosse and Oshkosh, while Madison, Sheboygan, Watertown, Beloit, Kenosha, and Neenah each report 1 such school; one of those at Oshkosh was attached to the State normal school.

A strong sentiment favorable to the introduction of this system into the public schools has been created by the efforts of intelligent people, particularly women, in a few of the larger cities, and in Milwaukee a complete and well furnished Kindergarten was established under the supervision of the board of education. The establishment in 1879-'80 of a Kindergarten department in connection with the normal school at Oshkosh resulted so favorably that in 1881 the board made similar provision for the school at Platteville. No report from this has yet appeared.

For statistics of Kindergärten, see Table V of the appendix, and for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

In the principal cities of the State, boards of education, assisted by city superintendents, have charge of school interests.



## STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Appleton .....	8,065	2,946	1,790	1,432	29	\$20,117
Fond du Lac.....	13,094	5,455	2,191	1,315	43	25,032
Green Bay.....	7,464	2,413	1,069	776	20	11,239
Janesville.....	9,018	3,384	1,701	1,325	41	18,112
La Crosse.....	14,505	4,531	2,637	1,635	44	34,348
Madison.....	10,324	3,480	1,951	1,756	36	22,129
Milwaukee .....	115,587	40,096	17,309	14,193	267	216,193
Oshkosh.....	15,748	6,180	2,287	2,081	54	31,825
Racine.....	16,031	6,296	2,388	1,552	46	29,962
Watertown.....	7,883	3,462	1,084	672	21	11,757

## ADDITIONAL PARTICULARS.

All the cities given in the above table report graded courses of study covering from 8 to 12½ years. Milwaukee reports the lowest number, 8, but has beyond those 8 grades a high school with 4 years' courses, and has had normal classes beyond.

*Appleton* reports 7 public schools, taught in as many buildings, capable of seating 1,750 pupils; all but one of the buildings in good condition, all but 2 built of stone or brick, but only 1 of them properly ventilated; another school building needed; 4 private schools, with 10 teachers and 396 pupils. Semimonthly teachers' meetings were held.

*Fond du Lac* reports 19 graded and 6 ungraded public schools, one of the former a high school; 19 school buildings, capable of seating 2,800 pupils; the buildings all in good condition, but only 4 properly ventilated; the 43 school rooms well supplied with blackboards and 40 of them with dictionaries. Teachers' meetings are held semimonthly.

The *Green Bay* system comprised 1 ungraded and 4 graded schools. Of the 5 school buildings (3 of brick or stone), only 2 were in good condition and only 1 properly ventilated. Another building was needed, the existing ones being capable of seating only 1,000 pupils. Teachers' meetings were held monthly. Four private schools were taught, with 350 pupils, under 7 teachers.

In *Janesville* 6 graded schools, with 4 or more departments in each, including a high school, were taught in 6 buildings, capable of seating 1,801 pupils; all the buildings (which were of stone or brick) were in good condition and properly ventilated. The semimonthly teachers' meetings were well attended. Four private schools were taught, having 175 pupils, under 4 teachers. Many children leave school early to work in factories, and the number seems likely to increase rather than diminish.

*La Crosse* reports 13 graded and 3 ungraded day schools and 1 evening school, the latter with 80 pupils, under 2 teachers; 10 school buildings, 5 being of stone or brick, and all capable of seating 2,150 pupils; 1 house built during the year, but another needed; all but 1 of the 10 in good condition, but only 5 properly ventilated; and 4 private schools, with 600 pupils and 14 teachers. Meetings of the public school teachers were held weekly.

The *Madison* public schools were taught in 9 houses, capable of seating 3,480 pupils; all but 1 of the houses were of stone or brick, all in good condition and properly ventilated. Teachers' meetings were held weekly. There were 8 private schools, with 650 pupils attending.

*Milwaukee*, besides 26 graded public schools, had 13 free night schools, the latter with 2,030 pupils enrolled, under 59 teachers. Of the 26 school buildings all but 2 were of brick or stone, and all but 1 were reported in good condition. One was built during the year, but 6 others were required to accommodate the pupils, who were steadily increasing in number. Music, drawing, and German were among the branches taught in all the grades, and improvement is noted in the instruction given in all three. During the year there was much discussion in the board as to continuing German in the public schools, and able reports were presented on both sides, the result being a decision that it should be continued. The course of study below the high school extends over 8 years, the high adding 4 more. In this school the curriculum was reorganized during the year and 4 distinct courses were established: English-scientific, German-English, preparatory normal, and Latin-English. Greek was discontinued for the present, the number pursuing it being thought too small to justify its continuance. Efforts made by the board to secure economy in school administration led to a reduction in the pay of teachers during the first three years of service, defended on the ground of the youth and inexperience of a majority of them when appointed, although it is acknowledged that nearly all are normal school graduates and among the best in the force. By such economy the board was enabled to establish evening schools as an experiment, and the earnest-

ness with which they were attended by young men and women was surprising. The evening schools were maintained to the end of February. During the term several hundred persons were refused admission, the funds available being insufficient. There were 48 private schools, with 7,311 pupils, under 174 teachers.

*Oshkosh* reports 7 graded and 2 ungraded public schools, taught in 10 buildings, 8 of which were in good condition and properly ventilated; teachers' meetings held monthly; and 7 private schools, with 975 pupils.

*Racine* reports 7 graded and 2 ungraded public schools, 8 school buildings, all in good condition and properly ventilated; one more building required; a high school, with 93 pupils; and 8 private schools, with 954 pupils attending. Teachers' meetings were held semimonthly.

In *Watertown* the public schools comprised 5 graded (including 1 high) and 1 night school, the latter having 115 pupils enrolled. The 5 school buildings (all in good condition and well ventilated) were capable of seating 1,200 pupils. Teachers' meetings were held semimonthly. Five private schools reported 800 pupils under 15 teachers.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

The 4 State normal schools, at Oshkosh, Platteville, River Falls, and Whitewater, report a total of 1,029 normal pupils attending during the year (381 men and 648 women) and 65 graduates, of whom 12 were from the advanced course. Certificates are given to students who complete the elementary course of 2 years, and diplomas to graduates of the advanced course, which requires 2 years more. Graduates of the full course, after teaching successfully for one school year, may have their diplomas countersigned by the State superintendent, which gives them the value of unlimited State certificates, good for life unless revoked for cause. In like manner graduates of the elementary course may receive the limited State certificate, good for 5 years. The State normal schools are sustained mainly from the income of a normal school fund and offer tuition free to such as agree to teach in the public schools of the State. They are under the control of a board of regents consisting of 9 members appointed by the governor, the latter and the State superintendent being members ex officio. The president of the board of regents reports a steady increase in the amount of professional training given in these schools. He thinks, too, that greater skill is shown by the teachers in blending the professional and academic instruction. President McGregor, of the Platteville school, notes a constantly increasing demand for graduates and undergraduates of that school to teach, and President Albee, of the Oshkosh school, makes a similar report.

The Kindergarten established at the Oshkosh school in May, 1880, fully met the expectations of its friends. The visitors say that the work done therein was admirable and think its introduction will be amply justified, even should the normal students learn nothing more from it than how to keep little ones busy and interested.

An important addition was made during the year to the Platteville building by the erection of a two-story wing, 45 by 65 feet, substantially built at a cost of \$10,000.

A new State normal is to be established within a year or two at Milwaukee. That city has appropriated \$50,000 for a building and donated five city lots as a site for it.

### OTHER NORMAL TRAINING.

*Milwaukee Normal School*, a department of the city school system, presenting a professional course of 1 year for the preparation of teachers for the city schools, reports 15 pupils during the year, of whom 13 were graduated.

The *National German-American Teachers' Seminary*, Milwaukee, gives free tuition in a 3 years' course of study and reports 19 normal and 12 other students during the year.

The *Catholic Normal School of the Holy Family*, St. Francis Station, reports 35 normal students, all men, and 10 graduates, all of whom engaged in teaching. There were 2 courses of study, of 3 and 5 years, respectively.

Some instruction for students expecting to teach is provided at Galesville and Lawrence Universities and at Milton College. Northwestern University, too, had a normal department in 1878, the date of the last catalogue received by this Office.

### TEACHERS' INSTITUTES.

Fifty-six institutes were held by State authority, having an enrolment of 3,757, a decrease for the year of 8 institutes and 686 enrolled. Most of them remained in session 2 weeks, only 16 having so short a term as 1 week. A large majority of the teachers attending had been trained in college, academy, normal school, or high school, only 1,079 having had no further advantages than those of the common schools. Besides the above, provided by the State, 11 private institutes were held by county and city superintendents. Seven of these lasted 1 week each; one, 2 weeks; and two, 5 to 6 weeks. The

decrease during the year in the number of institutes held by the State was owing partly to the private ones held and partly to the fact that the subjects discussed in the public institutes have been largely taken from primary school work, not specially interesting to teachers above that grade.

#### EDUCATIONAL JOURNAL.

The Wisconsin Journal of Education, published monthly at Madison, under the editorship of the State superintendent and his assistant, continued to give valuable information on educational topics, as in preceding years. It is the organ of the State Teachers' Association and of the State department of education, and is one of the most useful journals of its class.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

State aid to the amount of \$500 a year for the first five years is given, on certain conditions, to high schools organized under the school law. There were 117 high schools taught, 7 more than in 1879-'80; of these, 78 were aided from the fund and 39 were not. Thirteen new schools were organized under the law, and 20, whose five years had expired, were transferred to the list of those receiving no aid. If the law should remain unchanged it was said that 36 more schools would be added to the latter class in 1882. The State superintendent thinks the State aid should be continued in a majority of cases longer than 5 years, and advises a change to that effect in the law. This he thinks especially desirable in the smaller villages and more densely populated country districts, where the school taxes are already high. In both classes of schools there were enrolled 8,202 pupils, under 263 teachers. There were 3,566 pupils in these schools studying only the common school branches; 2,805 studied algebra and geometry, 3,640 the natural sciences, 1,155 modern languages, and 1,340 ancient languages. The graduates in 1881 numbered 462, of whom 159 were boys and 303 girls; the total number of graduates was 2,781 (960 boys and 1,821 girls).

#### OTHER SECONDARY SCHOOLS.

The State superintendent reports statistics from 17 academies and 7 business colleges, having a total of 2,826 pupils, under 129 teachers. Of the pupils 1,198 belonged to the business colleges and 1,628 to the academies; the former sent out 24 graduates in 1880, the latter 53. For further statistics of such of these schools as report to this Office, see Tables IV, VI, and VII of the appendix; for pupils in preparatory departments of colleges, see Table IX, and for general summaries, see corresponding tables in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Reports in some form have come for 1880-'81 (see Table IX) from the University of Wisconsin, Madison; Lawrence University, Appleton; Beloit College, Beloit; Galesville University, Galesville; Milton College, Milton; Racine College, Racine; Ripon College, Ripon, and Northwestern University, Watertown. All these institutions, except Racine and Beloit Colleges, were open to both sexes; all but the university at Madison present arrangements as before for preparatory instruction; all continued their classical courses of 4 years; and all but one (Beloit College) had scientific courses of equal length. This offered, instead of the scientific, a philosophical course of 4 years, which embraced an amount of Latin and Greek considered necessary to a liberal education, but gave special attention to science and the modern languages. German and French form a part of the course in 6 of these institutions. Ripon College provides only for German, which here, as in several of the others, forms a substitute for Greek in the scientific course. The State university adds instruction in the Scandinavian languages, as well as technical departments in science. Two have departments of music and 3 of drawing and painting; 3 prepare for teaching and 3 for business.

The State superintendent received reports from 17 institutions claiming to be collegiate. Four of these, however, are by this Office classed with academies, 2 with colleges for women, and 1 with commercial colleges. All had a total attendance of 2,687 students; 174 students were graduated, 50 were candidates for the degree of A. B., and 34 for that of B. S.

The *State University* discontinued its preparatory department, with the exception of a class in Greek, strengthened its higher courses of instruction, particularly in the departments of practical knowledge, and increased the number of elective studies. The astronomical observatory was finished and successful work done in it; Ladies' Hall was reor-



ganized and suitable grounds were acquired for a gymnasium. The report of the board of visitors shows perfect harmony of opinion in regard to the results of coeducation. They say that the health of the young women in the university as well as their scholarship compared well with that of the young men and very favorably with that of young women in general. The policy of the university in regard to discipline is also approved and its results commended, the aim being to develop character through reasonable personal freedom. There has been for the last 6 years a gradual change in the relative number of students pursuing the three leading courses, the ancient classical in 1881 numbering 60 (21 more than in 1875), the modern classical 71 (45 more), and the scientific 76 (44 less). This change is ascribed partly to an advance in the admission to the scientific course, partly to the preference of young women for the modern classical course, and partly to the fact that the feeling in favor of a scientific as opposed to a classical education seems to be somewhat abated. Special students are becoming each year a more important element; few of them belong to the class of those who are unable to take the regular work; many who lack time or means for the full course, including often graduates of normal schools, remain one, two, or more years. Some, however, who wish to lighten the examinations engage for a time in special studies and then find their way into the regular classes.

For further statistics of the colleges and universities, see Table IX of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Besides the 6 foregoing institutions, open to both sexes, there are 4 especially for young women: the Wisconsin Female College and Fox Lake Seminary, Fox Lake (Congregational); Milwaukee College, Milwaukee (non-sectarian); Santa Clara Academy, Sinsinawa Mound (Roman Catholic), and Kemper Hall, Kenosha (Protestant Episcopal). The first three named report a total of 94 students in collegiate classes (4 of them being young men), 215 in preparatory departments, and 95 in special courses. Only 1, the Milwaukee College, reports itself as authorized to confer collegiate degrees. An academy for young men was organized in connection with the Wisconsin Female College in 1875, the young men entering the collegiate department if they wish and reciting in the same classes with the young women; the boarding hall is reserved for the young women exclusively. Latin, German, music, painting, and drawing are taught in this college; that at Milwaukee adds French to the above; at Santa Clara Academy the course comprises French, German, Italian, music, crayon, oil, and water color.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

##### SCIENTIFIC.

As already stated, nearly all the colleges and universities present courses of instruction in general sciences. The State University makes provision for scientific and technical instruction in a general scientific course of 4 years, a department of agriculture, one of civil and mechanical engineering, and one of mining engineering and metallurgy, each course occupying 4 years. Applicants for admission to the agricultural and general scientific courses must pass an examination in natural philosophy, physiology, botany, and a certain amount of German or Latin, as well as in English grammar and analysis. After 1882 solid geometry will also be required. Students desiring to enter the engineering or mining department must be fitted for the sophomore year in the general science course. In agriculture prominence is given to such studies as chemistry, botany, and zoology. A term must be spent in the machine shop learning the use of tools, and two terms are given to practical work in horticulture. The study of agriculture does not involve manual labor on the farm; where such work is undertaken by students they are paid for it. Students who may not wish to take the full course in agriculture may take a 2 years' course or they are received as special students. The regents of the university report marked progress in this department, as well as in those of civil and mechanical engineering, mining, metallurgy, and mechanics; and the committee of citizens appointed by law to visit the university express the opinion that opportunities are afforded here for the training of young men as engineers, miners, chemists, geologists, farmers, and draughtsmen which are equal to those of the best special schools.

For statistics, see Table X of the appendix, and a corresponding table in the report of the Commissioner preceding.

##### PROFESSIONAL.

*Theological* instruction is given in the Seminary of St. Francis of Sales, St. Francis Station (Roman Catholic), which reports 203 students and 34 graduates; in Nashotah House, Nashotah Mission, Waukesha County (Protestant Episcopal), which had 12 students and graduated 3; in the Mission House, Franklin (Reformed Church), with 11

students; and in the Lutheran Seminary, Madison, which is sustained by the synod of the Norwegian Evangelical Lutheran Church in America. This institution reports 13 theological students, all of whom had received a degree in letters or science. In the seminary at St. Francis Station the course extends over 10 years, pupils as young as 13 being admitted. They must be able to read and write English or German and must intend to become priests. Those admitted to the Nashotah House must also be candidates for priests' orders. All received in the theological department of the Lutheran Seminary are college graduates. No examination is required for admission to the Reformed Church school at Franklin.

These 4 schools reported to the State superintendent a total of 284 pupils (of whom 176 were in regular theological classes and 108 in preparatory), 48 graduates during the year, and 590 graduates in all.

For further statistics, see Table XI of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

The law department of the University of Wisconsin reports 52 students for 1880-'81, of whom 9 had received a degree in letters or science, and 34 graduates. This department has recently gained importance in the work of the university. The attendance fell off slightly during the year, through changes respecting admission and graduation; but, as the school is now organized, its diploma has much greater value. Candidates for admission must pass an examination in English branches, and if under 20 they must be college graduates. In order to graduate, two whole years must be given to the study of law, one of them under the faculty of this school, and a final examination conducted by the faculty before the annual board of visitors must be passed. The law library, the largest of its kind in the Northwest, is at all times accessible to the students and receives important additions each year.

For statistics, see Table XII of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

No medical schools are reported.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Wisconsin Institution for the Deaf and Dumb*, Delavan, reports 179 pupils, organized in 10 regular classes under as many teachers; also, supplemental classes in articulation, to which special attention is given. Primary, intermediate, and academic branches are taught; also, such employments as shoemaking, cabinet work, and printing. An effort was made to secure a teacher in drawing, but funds proved insufficient. The State provides board and tuition free of charge for all deaf and dumb residents of Wisconsin between the ages of 10 and 25 who are of suitable capacity.

Provision is also made for the instruction of deaf-mutes in *St. John's Catholic Deaf-Mute Institute*, St. Francis, and in the *Wisconsin Phonological Institute*, Milwaukee. St. John's had 43 pupils during the year, who were taught religious doctrine, the common school branches, printing, shoemaking, agriculture, general housework, needlework, and fancy work. The Phonological Institute reports 21 pupils, who were instructed in the common English branches, gymnastics, drawing, and needlework. The articulation method is the only one used in this school, which is in charge of a board of visitors appointed by the Wisconsin Phonological Institute, a society organized in 1879 for the purpose of propagating the method of instruction by articulation. The funds of the society are sufficient to sustain only a limited number of indigent pupils, who are admitted without charge.

### EDUCATION OF THE BLIND.

The Wisconsin Institution for the Education of the Blind, Janesville, embraces in its course of study and training the common and high school branches, music (vocal and instrumental), and such employments as carpet weaving, cane seating, sewing, knitting, crocheting, and bead work. Each pupil is expected to spend an hour every day in some industrial occupation. During the year there were 83 pupils under instruction, and since the organization of the institution in 1850 there have been 299. No charge is made for board or tuition. The age for admission is from 8 to 21, and pupils may remain as long as is necessary to finish the course of study.

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Wisconsin Industrial School for Boys*, Waukesha, reports 90 boys 10 to 16 years old committed to its care during the year, with 5 returned to it, the whole number attending being 525. They were divided into two classes, which alternately work and attend the school, where they are taught the common English branches. The school is divided into 5 departments, each with 3 classes, and promotions are made from the lower to the

higher after a written examination. The employments provided are the manufacture of shoes, socks, and mittens.

The *Wisconsin Industrial School for Girls*, Milwaukee, receives girls from infancy to 16, the conditions of commitment being destitution, vagrancy, or danger of becoming depraved. All remain in school 4 hours daily, and the younger ones 6 hours. They are taught the common school branches, history, domestic economy and science, besides housework, hand and machine sewing, cutting, and many kinds of fancy work. Seventy-five per cent. of those discharged are known to have become orderly and useful members of society.

The *Good Shepherd Industrial School* (for girls), Milwaukee, under the care of the Roman Catholic Church, is partly sustained by the county. Plain and fancy sewing and knitting, washing, ironing, and all domestic employments are taught; also, reading, writing, spelling, and arithmetic.

Four orphan asylums, 3 of them in Milwaukee, admitting only girls, and 1 at La Crosse, for boys, report an aggregate of nearly 300 children. Three are supported by the Roman Catholic Church; the other, which is not denominational, by the contributions of friends. The children are instructed in reading, writing, arithmetic, and housework, and when old enough to be useful are provided with homes.

### EDUCATIONAL CONVENTIONS.

#### WISCONSIN STATE TEACHERS' ASSOCIATION.

The twenty-ninth annual meeting of this association was held at Appleton July 6-8, 1881, President I. N. Stewart in the chair.

After the usual introductory exercises, Prof. F. H. King delivered a lecture on "The modern doctrine of evolution," accompanied by illustrations. On the following day an address of welcome was delivered by Mayor Humphrey Pierce, which was responded to by Ex-President W. H. Beach. President Stewart then delivered the annual address. This was referred to committees for consideration of and report on various topics embraced, such as "State certificates," "sanitation of school buildings," "normal schools and institute work," and "colleges and universities." President G. S. Albee, chairman of the committee on a course of reading for teachers, submitted a report, presenting a course for 4 years, which embraced, besides professional works, choice selections from history, fiction, belles lettres, and science. A paper on "Examinations in school, their methods and functions," prepared by Principal M. S. Frawley, was read by Superintendent Neill and discussed by President Stewart. Dr. Peet, of the Wisconsin Academy of Arts and Sciences, spoke of certain investigations concerning the Wisconsin mounds, and asked the aid of teachers in the resurvey of these mounds. Miss Etta S. Carle read a paper on "Naples and its surroundings," and Miss Mary A. Wadsworth, one on "Thackeray." After the election of officers for the ensuing year, the committee that had under consideration the subject of State certificates presented a report, adopted after some discussion, expressing a belief that the present laws on the subject give general satisfaction and recommending that no action in the matter be taken. A paper was read by Principal J. M. Rait on "Ungraded and backward pupils: what shall we do with them?" and one relating to sanitary matters connected with school work, by Dr. Chittenden, of the State board of health. E. G. Haylett read a paper on drawing, illustrating it by use of the blackboard, and Prof. N. M. Wheeler, one on "The machine in education." An abstract of a paper on "The practical in education," by President Albee, was read, and after the adoption of resolutions and some other business the association adjourned.

#### MEETING OF COUNTY SUPERINTENDENTS.

The semiannual meeting of county superintendents usually held in connection with the State association took place on Thursday afternoon, July 7, the addresses and papers comprising "Examinations in theory and art of teaching," "Township system of school government," "Uses and abuses of the county superintendency," "Is a uniformity of teachers' examinations throughout the State desirable?" and "Difficulties in grading country schools." There were present 18 county and 5 city superintendents, besides State Superintendent Whitford (who presided) and his assistant, S. S. Rockwood.

#### MEETING OF INSTITUTE CONDUCTORS.

The annual meeting of institute conductors was held at Appleton July 5, 1881, State Superintendent W. C. Whitford presiding. The best methods of teaching the various common school branches were presented and discussed, Prof. R. Graham presenting the subject of reading, Prof. A. J. Hutton arithmetic, Prof. J. B. Thayer writing, and Prof. A. Salisbury language. Prof. A. F. North read a paper showing how exercises in local history may be profitably given, and Mr. Chandler and others discussed the question of



examination in connection with the institutes. In the evening State Superintendent Whitford read a paper on "Future work in the gradation of country schools;" Superintendent James T. Lunn read one entitled "Lessons learned in introducing the graded system into country schools," and several other superintendents gave their experience and views on the subject. On the following day Prof. A. J. Hutton presented "Drawing;" Prof. J. B. Thayer, "Geography;" Prof. A. Salisbury, "United States history and government;" Prof. A. A. Miller, "Good behavior;" and Professor Graham, the "Theory and art of teaching."

#### CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM C. WHITFORD, *State superintendent of public instruction, Madison.*

[Second term, January 5, 1880, to January 1, 1882.]

Hon. Robert Graham was chosen to be Mr. Whitford's successor at the election in November, 1881.

## ALASKA.

## GENERAL EDUCATIONAL CONDITION.

## MISSIONARY SCHOOLS.

Nearly all the information at hand as to schools in Alaska for 1880-'81 relates to those sustained by the Presbyterian Board of Home Missions, which has schools at Sitka, Fort Wrangell, and among the Chilkat tribe of Indians, employing 11 missionary teachers in this field.

At Sitka the school attendance increased considerably during the year, the average being 230 pupils. This increase is ascribed to a compulsory attendance law proclaimed and enforced by Captain Glass, in command of the United States ship Jamestown. A much needed training school or boarding school for boys was opened at Sitka in November, 1881, and in December it numbered 25 pupils. Its beginning was made by a few boys who complained that they could not study while living at home, on account of the quarrelling and carousing there, and obtained permission to sleep in the school-house. They brought their own blankets and picked up food as they could. Others joined them, and as the number increased an old hospital building was fitted up for their use and a teacher moved into it with them.

The boarding and day school at Fort Wrangell made steady progress, from 90 to 100 pupils attending during the winter terms. A school among the Chilkats, established in 1880 and at first taught only by a native, had 60 to 80 pupils, who were learning words of 3 letters and improving rapidly, being very desirous to advance. At the Chilkat station, which has been named Haines, a substantial two story frame building was erected as a residence for the teachers, and another building purchased and refitted for the school.

Besides these schools two others were opened during the summer among two large and powerful tribes not previously provided for, the Hydah and Hoonyah.

As the superintendent of this work (Dr. Sheldon Jackson) remarks, the difficulties of providing suitable buildings for teachers and schools in a region hundreds of miles from a saw mill and 1,500 to 2,000 miles from stores of supply can be little appreciated in the older sections of the country. The lumber, hardware, glass, and carpenters for the Chilkat school at Haines were brought from San Francisco, Cal., and Portland, Oreg. The monthly mail steamer landed them, with teachers and superintendent, 100 miles from their destination, which was reached after considerable delay. Upon completion of the building here, men and materials were transported through the aid of Captain Glass, of the steamship Jamestown, to the principal village of the Hoonyah tribe, at the head of Lynn Channel, where a similar building was erected at Boyd; and a canoe voyage along the coast for about 500 miles brought them to the southern end of Prince of Wales Island, among the Hydah tribe, where a large native plank house was used, it having been found impossible to convey any lumber there.

## OTHER SCHOOLS.

No recent information has come from the two schools of the Alaska Commercial Company on the Seal Islands, nor from the Russian schools at Unalashka and Belkovsky. These, with the missionary schools above noted, it is believed, comprise all that have been yet established in Alaska, leaving a population of fully 20,000 without any educational advantages whatever.—(Presbyterian Home Missions and report from Rev. Sheldon Jackson, superintendent.)

## ARIZONA.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (6-21)-----	<i>a</i> 7, 148	<i>b</i> 9, 571	-----	-----
Enrolled in public schools-----	4, 212	3, 844	-----	368
Average daily attendance-----	2, 847	-----	-----	-----
<b>SCHOOLS.</b>				
Number of public schools-----	-----	148	-----	-----
Rooms for study-----	101	-----	-----	-----
Average duration of schools in days--	109	-----	-----	-----
Estimated value of school property---	\$113, 074	\$121, 318	\$8, 244	-----
Number of private schools-----	-----	9	-----	-----
<b>TEACHERS AND THEIR PAY.</b>				
Men teaching in public schools.-----	48	-----	-----	-----
Women teaching in public schools-----	53	-----	-----	-----
Whole number of public school teachers.	101	162	61	-----
Average monthly pay of men-----	\$83	\$84	\$1	-----
Average monthly pay of women-----	70	68	-----	\$2
Whole number of teachers in private schools.	-----	15	-----	-----
<b>INCOME AND EXPENDITURE.</b>				
Total receipts-----	\$67, 028	\$58, 768	-----	\$8, 260
Total expenditures-----	61, 172	44, 628	-----	16, 544

*a* School census taken by trustees in the spring of 1880.*b* United States census, taken in the summer of 1880.

(From reports of Hon. Moses H. Sherman, territorial superintendent of public instruction, for the two years indicated.)

## TERRITORIAL SCHOOL SYSTEM.

## OFFICERS.

A territorial superintendent of public instruction is elected by the people every 2 years and is associated with the governor and treasurer in a territorial board of education. The territorial board has general charge of the school system, and determines, among other things, the text books to be used and the terms on which teachers' diplomas are to be granted. The probate judge in each county is ex officio superintendent of the county public schools. For the examination of persons proposing to teach in these, the territorial superintendent appoints 2 persons to act with the judge as a county board of examiners and grant certificates to such as are found qualified. Three school trustees are elected by the people in each school district; in case of failure to elect, they are appointed by the county superintendent, subject to the approval of the territorial superintendent.—(Laws of 1879.)

## OTHER FEATURES OF THE SYSTEM.

The public schools are supported from a territorial tax of 15 cents on each \$100, apportioned to the counties according to the youth between the ages of 6 and 21, as ascertained by a biennial census; from a county tax of 50 to 80 cents, apportioned among the several districts within the county where raised, in proportion to the number that have



attended the public schools in said districts during the three months previous; and from a district tax voted by the residents of districts, should the territorial and county funds prove insufficient to maintain the schools 3 months. The board of education on examination issues certificates of 2 grades to professional teachers of experience and ability, one for life, another for 6 years. Teachers not holding such certificates must pass an examination by the county board of examiners, who may issue certificates good for 2 years. In order to receive any portion of the public school funds, schools must be taught by teachers duly examined and legally employed, and no sectarian doctrines must be introduced; school districts must also report according to law. Children between 8 and 14, unless taught regularly at home or in private schools or exempted on account of disability, must attend school for 16 weeks each year. This compulsory law, however, has not been enforced, owing to the lack of school accommodations.

#### GENERAL CONDITION.

The territorial superintendent expresses the conviction that a deep interest was taken in education by the people of the Territory during the year, and that a flourishing condition of the public schools exists, though the meagre statistics furnished by school officers failed to present this in any fair degree. For a time, however, he thinks the best results cannot be generally reached because of sparsely settled rural districts, short school terms, and small but costly schools.

#### CITY SCHOOL SYSTEM.

##### TUCSON.

Tucson expended \$4,527 for teachers' salaries in 1881 and \$2,519 for other school purposes. The report of the principal of the public school states that the schools have been graded during the year into 3 divisions: primary, with 4 grades; grammar, with 4; and high, with scientific and literary courses of 3 years. The attendance in the primary and grammar grades was 234; that in the high school, if any had reached that grade, was not given. The school population was estimated at 1,500, the attendance in Roman Catholic schools at 450, leaving about 800 not attending any school.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

There are two schools of this grade known to exist, one at Prescott and one opened or prepared to open in 1881 at Tucson. A third is indicated by the United States census of 1880, probably at Phoenix, as Superintendent Sherman speaks of high school work being done there.

#### SUPERIOR INSTRUCTION.

##### TERRITORIAL UNIVERSITY.

The law provides for the establishment of a university, to be under the control of a board of regents composed of the governor, the judges of the supreme court, and three resident property holders of the Territory. It is to be supported by the proceeds of the university lands granted by the United States, by individual gifts, and by territorial appropriation; but has not yet been commenced, as the funds are insufficient.

#### CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. MOSES H. SHERMAN, territorial superintendent of public instruction, Prescott.

[Term, January, 1881, to February, 1883.]

## DAKOTA.

STATISTICAL SUMMARY. *a*

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21) -----	39, 742	450, 000	10, 258	-----
Enrolled in public schools -----	13, 718	25, 451	11, 733	-----
Number of these colored or Indian -----	41	-----	-----	-----
Average daily attendance -----	8, 530	-----	-----	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Organized districts reported -----	-----	1, 255	-----	-----
Schools or school rooms -----	508	1, 022	514	-----
Number of these graded -----	-----	41	-----	-----
Number of sittings provided -----	13, 223	-----	-----	-----
School-houses for public free schools -----	-----	799	-----	-----
Valuation of public school property --	\$214, 760	\$532, 267	\$317, 507	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools -----	212	346	134	-----
Women teaching in the same -----	308	687	379	-----
Whole number of such teachers -----	520	1, 033	513	-----
Average monthly pay of men -----	} \$32 31	{ \$33 00	-----	-----
Average monthly pay of women -----			26 00	-----
INCOME AND EXPENDITURE.				
Reported receipts for public schools--	\$255, 000	\$363, 000	\$108, 000	-----
Reported expenditure for them -----	245, 000	314, 484	69, 484	-----

*a* As the statistics reported to the territorial superintendent for 1879-'80 are said by him to be exceedingly imperfect, those here presented are from the United States census of 1880, except as regards receipts and expenditures, which are from a report of the governor to the Secretary of the Interior; the statistics for 1881 are from a report of the territorial superintendent for 1881.

*b* Estimated by territorial superintendent.

## TERRITORIAL SCHOOL SYSTEM.

## OFFICERS.

A superintendent of public instruction is appointed by the governor, with the approval of the legislative assembly, for a term of 2 years. County superintendents, who may be either men or women, are elected by the people for 2 years. District boards, comprising a director, clerk, and treasurer, are elected for 3 years, 1 going out each year. No distinction of sex is made in the qualification of voters in district meetings.

## OTHER FEATURES OF THE SYSTEM.

Public schools are supported from a county tax of 2 mills on the dollar, a poll tax of \$1 on each elector, the proceeds of fines and forfeitures, and such special district taxes as may be voted by the people, the last, however, not to exceed 1 per cent. on the taxable property for school-houses and sites, 1½ per cent. for teachers' wages, fuel, and other contingent expenses, ½ of 1 per cent. for school furniture and apparatus, and \$25 annually for each district library. County funds are apportioned to each district in proportion to the number of resident children and youth therein 5 to 21, and the public schools are free to all of that age. No district is entitled to its share of the fund unless it has sustained a school 3 months during the previous year and forwarded a report of school statistics to the county superintendent. Destitute children 8 to 14 are provided with necessary books. The Bible must not be excluded from the public schools; it may be

read 10 minutes daily, but without sectarian comment, and no pupil is required to read it contrary to the wishes of parent or guardian. Teachers must make reports of school statistics each term or forfeit pay; county superintendents must report annually to the territorial superintendent on penalty of like forfeiture, and the territorial superintendent must report annually to the governor. A territorial teachers' institute, lasting from 3 to 6 days, must be held each year at some convenient point by the territorial superintendent, if so requested in writing by one or more county superintendents; and if such request be not made he is required to hold institutes in three judicial districts, to continue not less than 6 nor more than 12 days.

#### GENERAL CONDITION.

The public school statistics of this Territory for 1880-'81 are very meagre, owing to the fact that several of the larger counties failed to send any report to the territorial superintendent. Among the causes suggested for this failure are defective laws and the small pay of county superintendents, who receive only \$3 a day for time actually employed and 5 cents a mile for travelling expenses, nothing being allowed for stationery, &c. Then, too, the reports when received must be far from adequate, since they only embrace statistics of the common district schools (generally ungraded), the larger cities and towns being managed by boards of education under special laws and not being required to report to the county superintendent.

The legislature failed to authorize the publication of the territorial superintendent's report for 1880-'81, but a brief one was printed by him at his own expense.<sup>1</sup> The superintendent's pamphlet was addressed especially to school officers and was intended to aid them in a better and more uniform enforcement of the laws, besides offering suggestions as to needed amendments, the principal change recommended being the adoption of the township system. This is described, the advantages of its application to the Territory are shown, and school officers are urged to use their influence in securing its adoption by the legislature. The same topic is treated by the governor in his report for 1881 to the Secretary of the Interior. The governor advocates the enactment of a United States law, applicable to all the Territories, establishing the township system; also, making provision for the collection of statistics, the keeping of public accounts, the maintaining of one or more normal schools in each Territory, and the organization of the university already provided for.

As in former years, the statistics are very imperfect and furnish little basis for comparison. Out of 49 organized counties, from 46 of which reports were due, only 33 made any whatever, and nearly all were accompanied by letters showing that they are not full and accurate. The financial statements are particularly deficient, partly because the local officers neglect their accounts and reports, but largely because the law is very imperfect and inharmonious in respect to these matters. The superintendent thinks that less than two-thirds of the school revenues appear in this report; that a full one would have made the receipts and expenditures each over \$500,000. He thinks, too, that there were at least 1,800 organized districts, 1,700 schools, and 1,300 school-houses valued at \$1,000,000, with nearly 50,000 children to be provided for.

#### CITY SCHOOL SYSTEMS.

##### OFFICERS.

In the cities of Yankton, Fargo, Deadwood, Grand Forks, Vermillion, and Sioux Falls the schools are managed by boards of education established under the special laws chartering them.

##### ADDITIONAL PARTICULARS.

The boards of education in the cities above named have large powers granted them, including power to levy taxes, borrow money, and issue bonds. The schools of Yankton have been longest in operation and have maintained a high grade of efficiency, while excellent work and good progress have also been secured in the other places named. The great error in the plan is the localization of all their experience and the entire lack of cooperation, even statistics not being furnished, except as locally published.

Yankton reports a slight decrease during the year, according to school censuses, in the population of the city, in the school population, and in public school enrolment, the last including 749 pupils in primary, grammar, and high grades; an average attendance of 479 pupils, under 14 teachers; and 10 public schools, taught in as many buildings, all but 2 of the latter owned by the board, having sittings for 569 pupils. The attendance fell off through fears of an epidemic and was partly absorbed by a newly established Catholic parochial school. Complaint is made of carelessness on the part of some parents as to

<sup>1</sup> The inadequacy of the superintendent's salary and other allowances has since been remedied.



the regular attendance of pupils. Still, with all these hindrances, better work was done by the regular attendants than during any previous year. No study out of school is required in any grades below the third grammar, and even in this and in the high school one hour a day of extra study is sufficient if the time in school be faithfully used.

### TRAINING OF TEACHERS.

#### TERRITORIAL NORMAL SCHOOL.

A territorial normal school was organized October 15, 1881, at Springfield. Aid to the amount of \$800 was received from the city; the annual charge for tuition is \$15. Certificates are given graduates of the course (covering 3 years) which authorize holders to teach in the common schools without further examination.—(Return.)

#### TEACHERS' INSTITUTES.

As already stated, the territorial superintendent is required to hold institutes, either a general one at some central point or else several in the judicial districts; but no public funds are allowed for the expenses of these meetings. Teachers are required to attend; and county superintendents may refuse to grant teachers' certificates to such as are absent without good excuse. Several institutes were held during 1880-'81 by the superintendent, among other places at Fargo, Jamestown, Elk Point, Swan Lake, Madison, Sioux Falls, Mitchell, and Marion Junction. County teachers' associations were also formed in several counties and attended by the superintendent, the sessions in some of them extending through two or three days and the work being of the character of that done at institutes. Other institutes were held in various counties by the county superintendents, and many brief but valuable meetings were held by teachers.—(Letter from superintendent.)

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOL.

No definite information for 1880-'81 has come from any public high school, except that at Yankton, although it is known that such exist in a number of the larger cities and towns of the Territory. That at Yankton reports 49 pupils and 4 graduates. The smallness of this class is explained by the fact that a year was added to the course of study, which would have left the school without any graduates in 1881 but that a few belonging to the senior year were able to complete the full course of 4 years in 3.

#### OTHER SECONDARY SCHOOLS.

The provision heretofore made for advanced education in public high and graded schools is being supplemented by the establishment of academies, collegiate institutes, and colleges. Among these are the Academy of the Sacred Heart, Yankton (Roman Catholic), under the management of the Sisters of Mercy; a collegiate institute, Sioux Falls (Baptist), and the Dakota College, Spearfish, in the Black Hills, established by Congregationalists and having the equipment and aims of a high school or academy. The Academy of the Sacred Heart has buildings valued at \$50,000. It has been successful from the beginning, and its patronage steadily increases. The Roman Catholic Church has also maintained schools at Bismarck, Deadwood, Holy Cross, and perhaps other places, all having a partially academic character.

For statistics of such as report, see Table VI of the appendix, and for a summary, see the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### TERRITORIAL UNIVERSITY.

The University of Dakota was by an early statute located at Vermillion; and a letter from the territorial superintendent says local enterprise was engaged in erecting buildings to cost \$10,000.

#### DENOMINATIONAL COLLEGES.

The Association of Congregational Churches for Southern Dakota having established a college at Yankton, the citizens gave \$15,000 in money, besides grounds and other aids. A large and attractive building was in course of erection in the northern part of the city, the college having, meantime, been opened in leased apartments.

The Presbyterians of Northern Dakota and Minnesota organized a college at Casselton, Dakota, for which ample grounds were provided and a building was soon to be commenced, the numbers and wealth of its patrons promising a vigorous progress.—(Letter from territorial superintendent.)

## PROFESSIONAL INSTRUCTION.

## SCHOOLS OF SCIENCE, LAW, THEOLOGY, AND MEDICINE.

No steps appear to have been taken as yet towards the establishment of scientific or professional schools.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Dakota School for Deaf-Mutes, Sioux Falls, opened by private enterprise in November, 1880, became a territorial institution in March, 1881. The citizens of Sioux Falls, besides contributing liberally towards the school while it was a private one, gave 10 acres of land when the Territory took charge of it, the legislature having appropriated \$2,000 to erect buildings. The school is free to deaf-mutes of Dakota. Only 5 were under instruction during the first year.

Besides the above there were 2 pupils from this Territory attending the Iowa Institution for the Deaf and Dumb, Council Bluffs, at a cost to the Territory of \$15 a month for each.

Provision for the blind was made at the Iowa College for the Blind, Vinton, which had 3 Dakota pupils under instruction during 1880-'81.

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. H. H. BEADLE, *territorial superintendent of public instruction, Yankton.*

[Second term, January 1, 1881, to January 1, 1883.]

## DISTRICT OF COLUMBIA.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Population of the District.....	a177, 624	-----	-----	-----
Whole school population (6-17) ----	a43, 537	-----	-----	-----
Colored school population.....	a13, 945	-----	-----	-----
Enrolment in public schools.....	26, 439	27, 299	860	-----
Colored enrolment in public schools..	9, 505	9, 583	78	-----
Total average daily attendance.....	20, 637	20, 730	93	-----
Average daily attendance of colored pupils.	6, 412	7, 292	880	-----
Estimated enrolment in the private schools.	5, 781	5, 000	-----	781
SCHOOLS.				
School rooms for study.....	308	392	24	-----
Seats provided.....	21, 526	21, 733	207	-----
Average duration of schools in days..	193	190	-----	3
Value of public school property.....	\$1, 206, 355	\$1, 326, 888	\$120, 533	-----
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	34	35	1	-----
Women teaching in public schools....	399	425	26	-----
Whole number of teachers.....	433	460	27	-----
Colored teachers.....	130	135	5	-----
Average monthly pay of men.....	\$90 16	\$91 13	\$0 97	-----
Average monthly pay of women.....	62 24	61 27	-----	\$0 97
INCOME AND EXPENDITURE.				
Total receipts for public schools.....	\$476, 957	\$555, 644	\$78, 687	-----
Total expenditure for public schools..	438, 567	527, 312	88, 745	-----

a United States Census of 1880.

(From reports and returns of Superintendents J. Ormond Wilson and George F. T. Cook for the two years indicated.)

## DISTRICT SCHOOL SYSTEM.

## OFFICERS.

The chief executive officer in 1880-'81, as previously, was a superintendent of public schools for whites in Washington and Georgetown and for both races in the rural districts, with another for the public colored schools in the two cities, both appointed by the District Commissioners to serve during good behavior or the pleasure of the ruling powers. To afford aid to the trustees in the selection of qualified teachers to be employed or promoted, a board of examiners is annually formed of the 2 superintendents, with others from the supervising principals and principals of individual schools chosen by the committee on teachers. The school board annually appoints supervising principals, who act as local supervisors in their respective divisions, under the direction of the superintendent.

## OTHER FEATURES OF THE SYSTEM.

The public schools are free to all resident children 6 to 17 years of age, and by a law of 1864 those 8 to 14 are required to attend at least 12 weeks each year, unless in other



schools or excused for cause. The want of school room has rendered this law inoperative, but as school buildings are increased it may come to be enforced. The white and colored pupils continued to be taught, with equal advantages, in separate schools, each being under teachers of the race to which they belonged; the fund is distributed to the schools in proportion to the school population of each race, each race having a high and a normal school. The city schools were of 8 grades, with high school classes rising gradually beyond these; the studies of each grade, including vocal music and industrial drawing, covered a year. In the rural districts there were graded and ungraded schools, according to the local density of the population. The school board decides what text books shall be used and appoints the teachers, determining their grade from reports of the examining board. Teachers must attend all meetings and special classes organized for their improvement, and must make such daily records and present such reports as are required, in order to receive their pay. Both teachers and pupils are required to protect themselves from small pox by vaccination or otherwise.

#### GENERAL CONDITION.

The school record of the District for 1880-'81 was such as no combination of city and country need be ashamed of, the public schools enrolling almost 63 per cent. of the 43,537 children of school age. Adding the 5,000 reported as in private or church schools, about 32,300 of the school population, or over 74 per cent., were under instruction. The average daily attendance in the public schools was more than 47 per cent. of the whole number of school age and almost 76 per cent. of the number enrolled. There was an increase over the previous year of 860 in enrolment and of 93 in average daily attendance; 2 new school buildings were added during the year, with 24 rooms for study, 207 sittings, and 27 teachers; while the school term was shortened by 3 days. There was but a slight variation in the average monthly pay of teachers, that of males being 97 cents more, while that of females was less by the same amount. School property increased in value \$120,533; while receipts for schools, increased by \$78,687, were more than covered by an increased expenditure of \$88,745.

#### KINDERGÄRTEN.

During the year 1880, the Georgetown Kindergarten (1878) was discontinued, but was resumed in 1881, and a new school was opened in Washington by Miss Ogla Hesselback.

The others reporting were Capitol Hill Institute and Kindergarten (1877), Iowa Circle Graded School and Kindergarten (1879), National Kindergarten (1874), Industrial Home Kindergarten School, Georgetown (1880), and Fröbel Institute and Kindergarten (1875).

For further information respecting schools of this kind, see Table V of the appendix.

#### TRAINING OF TEACHERS.

##### NORMAL SCHOOLS.

Normal instruction was given in the Washington Normal School for Whites (1873) and in the Miner Normal School for Colored (1877) in courses of 1 year; in the normal departments of Howard University (1867) and of Wayland Seminary (1865), in courses of 3 years each; while the Kindergarten Normal Institute (1875) reported courses of 1 or 2 years, with different diplomas. The Washington Normal School graduated a class of 20, who were immediately taken up as teachers. Miner School graduated a class of 18, and all but 1 engaged in teaching. The normal department of Howard University had 97 normal students, of whom 87 were in model classes. Wayland reported 103, of whom 39 were also in the theological department; while the Kindergarten Institute graduated a class of 9, all engaging at once in teaching.

##### TEACHERS' INSTITUTES.

There is no change in respect to these since 1880. The law for semiannual institutes still existing, the practice is to hold more frequent meetings, called teachers' associations, for discussion of school questions.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

The Washington high school for whites, having been retarded in its progress from its beginning by lack of suitable accommodations, closed the year 1880-'81 with the prospect of a new and commodious building in which to do its work in the future. In its 3 courses—academic and scientific of 3 years each and business course of 2 years—there was in 1880-'81 no change of studies from those of 1879-'80. In the boys' department there were 104 enrolled and 84 in average daily attendance and in that for

girls 130 enrolled and 100 in average daily attendance, giving an aggregate of 234 enrolled and of 184 ordinarily present, a gain of 55 in enrolment and of 34 in attendance over the previous year. For the first time in the history of this school, there was, in June, a ceremony of graduation, when certificates were conferred on 23 males and 33 females.

The high school for colored continued its 3 years' course of studies, including algebra, language, history, geometry, chemistry, astronomy, and mental philosophy. During 1880-'81 the school enrolled 75, retained 60 in average daily attendance, and graduated 12. The average per cent. in scholarship for the first year was 59.4; for the second year, 78.6; for the third year, 70.5; for entire course, 66.5 per cent., a falling off of .5 from last year.—(From information furnished by superintendents.)

#### OTHER SECONDARY SCHOOLS.

For information respecting business colleges, private academic schools, preparatory schools, or preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix. For summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*Georgetown College* (Roman Catholic), founded as a college in 1789, chartered as a university in 1815, reported in 1880-'81 its usual course of studies. After 2 rudimentary years come 2 preparatory and 4 classical collegiate, with a post graduate course, while there is a scientific course of comparatively low grade, covering 3 years, for which there is a brief English preparatory course. In the preparatory department were 147 students, with 3 instructors; in the classical and scientific, 80, under 19 instructors, with 11 graduate students. The college library contained 30,000 volumes, and the college property was valued at \$325,000.—(Catalogue and return.)

*Gonzaga College* (Roman Catholic), Washington, reopened in 1848 and incorporated as a university in 1858, continued, in 1880-'81, to offer its college course, including Greek and Latin, with a non-classical course embracing the English language and literature, mathematics, and natural sciences; but no students appear to have then passed beyond a fair grade of preparatory studies.—(Catalogue.)

*Howard University* (non-sectarian) continued in 1880-'81 its preparatory and normal courses of 3 years each, classical of 4, and a literary course of 5 years, which last embraces the studies of the preparatory and college courses, except the Greek of the former and the Latin and Greek of the latter. Counting those pursuing this course, there were 35 students, 16 of whom were classical and 19 preparatory. There was a library of 7,000 volumes; property valued at \$250,000; a productive fund of \$20,000, affording for the year an income of \$1,957; a congressional appropriation of \$10,000, and a donation of \$25,000 from Mrs. Valeria G. Stone, of Massachusetts.—(Catalogue and return.)

The *National Deaf-Mute College* became a department of the Columbia Institution for the Deaf and Dumb in 1864, with a preparatory course of 1 year and a collegiate one of 4, conferring degrees of B. A., M. A., B. S., B. L., and Ph. D. on completion of the required courses. In this department there were 68 students, and in the preparatory 46, with 10 instructors for both. Since its foundation 234 had received instruction, of whom 32 were teaching.—(Catalogue, report, and return.)

*Columbian University* (1821) divides the studies of the college into 7 schools: English, Greek, Latin, and mathematics, of 4 years each; modern languages and natural science, of 3 years each; and a school of philosophy of 2 years. During 1880-'81 there were 80 preparatory students, with 2 instructors, and 39 in the college department, with 10 instructors. The degrees of A. M. and A. B. were conferred on 2 graduates. There was a library of 7,000 volumes; college property was valued at \$300,000; and there was a productive fund of \$100,000.—(Report and return.)

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

With the exception of Howard University, which gives equal privileges to both sexes, there are no public institutions of collegiate rank exclusively for women in the District.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

*Georgetown University* and *Columbian University* reported, as heretofore, scientific courses of 3 years each; the *National Deaf-Mute College*, one of 3 years. The polytechnic department of the National University, mentioned in the report of 1879-'80 as about to be established, had not in 1880-'81 been organized, and did not seem likely to be for some time to come.—(Catalogues.)

## PROFESSIONAL.

*Theological.*—The theological department of Howard University (non-sectarian) continued in 1880-'81 its examination of uncertificated applicants for admission to its 3 years' course, in which it had, under 4 instructors, 39 students, of whom 6 were graduated. Its students have access to the university library. Wayland Seminary (Baptist) reported also 39 students under 1 instructor, without note of graduations. It had a library of 1,900 volumes.—(Returns.)

*Legal.*—The law departments of Columbian University, Georgetown University, Howard University, and National University had, in 1880-'81, their previous courses of 2 years each, followed by a 1 year's post graduate course, the supreme court of the District of Columbia requiring 3 years of study for admission to the bar. Georgetown reported 38 students, including 7 post graduates; Howard, 13, conferring the degree of LL. B. on its 5 graduates; Columbian, 155; while the National graduated 30.—(Catalogues and announcements.)

*Medical.*—The National Medical College of the Columbian University, the medical department of Howard University, and the medical department of the University of Georgetown all continued their 3 years' graded courses, the last named extending its year to 8 months, the others retaining their 5 months' courses, Howard alone requiring a preliminary examination in English. Columbian, from a class of 44, graduated 5, Georgetown the same number from a class of 41, and Howard, having 81 students, graduated 12.—(Catalogues and return.)

The *National College of Pharmacy* continued in 1880-'81 to require for graduation and degree an age not less than 21 years, 4 years' experience in the practice of pharmacy, 2 full courses of lectures of 5 months each, and a 10 weeks' course in practical and analytical chemistry. The last course, as also that of analytical chemistry, must be taken in this college. Upon those who pass a satisfactory examination and are recommended by the board of examiners and faculty, the degree of doctor of pharmacy is conferred.—(Circular.)

For statistics of the legal, medical, and pharmaceutical schools, see Tables XII and XIII of the appendix.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB.

The Columbia Institution for the Deaf and Dumb, on Kendall Green, near Washington (1857), including the collegiate department (called the National Deaf-Mute College), reported 114 students for 1880-'81, of whom 103 were males and 11 females. Of these 68 were in the college and 46 in the primary department. No change is noted, except that the lower preparatory class of the college was removed to the primary department and made the advanced class of that department, leaving only the advanced preparatory below the freshmen, now called the introductory class. No mention is made of the results of teaching articulation, reported in 1879-'80 as being very encouraging, or of graduations.—(Twenty-fourth report.)

## EDUCATION OF THE BLIND.

There being no institution for the blind in the District, the Government, up to 1880-'81, continued to make provision for them in the Maryland Institution for the Blind. During the year the United States beneficiaries from the District numbered 17, 9 males and 8 females, most of them said to be bright and promising scholars. Their studies reached as high as algebra, geometry, history, and rhetoric, with vocal and instrumental music, the institution having 10 pianos and a grand organ with water motor. The industries were piano-tuning, broom and mattress making, chair caning, plain and fancy sewing, knitting, and use of sewing machine.—(Twenty-fourth report.)

## REFORMATORY AND INDUSTRIAL TRAINING.

The *Reform School of the District of Columbia* (1869) up to July 1, 1881, had received 713 boys; during the year it had 219 under training, 60 of them committed in 1881 and 67 discharged on good behavior, while 14 left without consent. Of the 60 committed, 75 per cent. were 12 to 15 years of age, 7 were orphans, 11 fatherless, 12 motherless, while only 30 had both parents living. Neither accident nor death had occurred during the year; progress in studies was very satisfactory, as were also results of the industries on the farm and in the garden and shops, in which last the boys were trained in shoe-making, tailoring, and chair caning. Many improvements around the buildings were completed, and additional land, purchased with money from the estate of Jay Cooke & Co., was put under cultivation.—(Report.)

The *Industrial Home School*, Georgetown (1864), supplies a much needed charity. It is neither an orphan asylum nor a reformatory school. It is a child saving institution,



receiving children of either sex who are left in such a condition as to endanger their future welfare, such as orphans and children of dissolute and destitute parents. While providing a Christian home for such, it aims to give a moderate amount of education for head and hand. For 1880-'81 it reported 109 inmates. The school department is organized and furnished with teachers by the District board of trustees of public schools. For the children below the school age there is a Kindergarten. The industries are work on grounds around the buildings, in the garden and greenhouse, in carpentry, shoe-making, general housework, and sewing. During the year a greenhouse was completed and put in operation, the grounds were graded and ornamented, swimming and fish ponds excavated, and foundations laid for a cottage. Congress appropriated toward its support \$10,000.—(Report.)

#### CHILDREN'S HOMES AND ORPHAN ASYLUMS.

*St. Joseph's Male Orphan Asylum* (1855) reported 110 inmates for 1880-'81; *St. Vincent's Female Orphan Asylum*, 115; while the *Branch St. Vincent Female Orphan and Industrial Asylum* had 40. The 2 former give elementary instruction in school studies and household industries. The pupils of the last are admitted at 13 to 20 years of age and are retained from 4 to 6 years, according to their capacity for instruction; are given a fair English education, with German and French, and trained in housekeeping, laundry work, and common and ornamental sewing. When thus prepared to teach or to do useful work in families they are furnished with suitable homes. The institution is self-sustaining by the sale of the useful and ornamental work of the pupils.—(Special report.)

*Washington City Orphan Asylum* throughout its history of 67 years has been managed by the ladies of the city, and is entirely dependent on the charities of the public. It reported, for 1880-'81, 160 inmates, mostly small boys and girls, taken from the destitution and poverty of the city, of whom 5 were adopted, 9 indentured, 36 reclaimed by parents and friends, while 2 were sent to the reform school. For school instruction there are juvenile and senior departments. Dr. J. C. Hall, one of the trustees of the institution, left a bequest from which a memorial hall was nearly completed at the close of the year.—(Report.)

The *German Protestant Orphan Asylum*, Uniontown (1879), in its second annual statement, October, 1881, reported \$3,453 received for its work and \$3,360 expended. It had 41 inmates, 21 boys and 20 girls, of whom 6 were whole and 35 half orphans. Children are admitted at from 3 to 11 years of age and trained in elementary studies; the boys are also taught garden work and the girls housework and sewing. At suitable ages they are placed in homes under the care of officers of the institution till of age. The association received during the year, through congressional aid, a deed in fee simple for the whole property.

The *National Association for the Relief of Destitute Colored Women and Children* was incorporated by an act of Congress in 1863 to provide for such a suitable home, board, clothing, and instruction, and to bring them under Christian influence. Duly appointed officers are to enforce discipline, impart instruction in useful knowledge and in some regular course of labor, and establish rules for the preservation of health as well as for physical, intellectual, and moral improvement, and to bind out by indenture such children as may be deemed capable of learning a trade. During 1881 there were 135 inmates, of whom 7 were old women and 128 children. The school of the home was made a part of the public school system of the District in February, 1880, since which time it is reported to have made marked progress, the standard during the year being raised to comprise 3 grades. All the children of 6 years of age and upward were enrolled in the school, averaging 65.8 per cent. of the inmates. In the industrial department there were made by the children 1,891 articles of bedding, clothing, and all else used in the institution, except hats and shoes, besides 102 pairs of stockings knit by the children and aged women. Only in exceptional cases are children admitted under 3 years of age, and none retained beyond the age of 11 or 12, or until suitable homes are found for them. An appropriation of \$6,535 from Congress is acknowledged for 1881.—(Nineteenth report.)

#### TRAINING OF NURSES.

The *Washington Training School for Nurses* (1877) reported, for 1880-'81, 7 instructors, 24 pupils (making 40 since opening), and 3 graduates, all of whom continued in the profession. The full course of studies covers 2 years of 42 weeks each. The only income was from membership dues. The demand for trained nurses was increasing, and graduates are certain of constant and remunerative employment. For admission, candidates must be not less than 20 years of age and must furnish evidence of good moral character and sound health. The second year must be passed in nursing in hospitals and private families, under the direction of teachers, at the close of which time those who have fully met all the requirements and have passed a satisfactory examination receive a diploma.—(Return and fourth announcement.)

## TRAINING IN ART AND MUSIC.

The *School of the Washington Art Club*, under Mr. Edmund Clarence Messer, proceeds upon the idea of individual instruction in drawing with pencil, coal, or crayon by professional methods. No classes are formed, but each student is trained to examine objects for himself and to represent them as he sees them. There is, consequently, no drawing from the flat, but only from models, from nature, and from life, instruction in perspective being given throughout. The school is yet in its infancy, but hopes to enter, before long, into better quarters, with greater facilities for useful and effective work.—(Personal information.)

In the *Art School* of Mrs. S. E. Fuller (who gives lessons in the public schools on the Walter Smith system) the plan of instruction is essentially the same as that of Mr. Messer, above mentioned, individual instruction being given to each student and each being trained to study nature and the works of those who best interpret her. A collection of casts and models enables students to study object drawing. Life classes are taught on two days of the week. A class of 47 students appears in the catalogue for 1880-'81.—(Twelfth catalogue.)

The *Rouzee Art School* of Mr. W. M. Rouzee employs the method known as the block system, which, after a pupil has become familiar with the rudiments of plain perspective, consists in drawing the outline of objects, or groups of objects, and the shadows belonging to them by straight lines and angles showing height and breadth at different points. The eye is thus trained to the true character of curves and angles. Pupils in 1881, under 2 instructors, 132; largest average monthly attendance, 105.—(Letter and circular.)

Mrs. Imogene R. Morrell, of the National Academy of Fine Arts, instructs throughout the year persons of all ages in the principles of art according to the methods of the European schools in which she has studied.

*Washington Conservatory of Music* (1868), under the direction of Mr. O. B. Bullard, with 12 instructors, embraces teaching on the piano, organ, violin, flute, guitar, and orchestral instruments, musical notation, cultivation of the voice (including elocution and vocal technique), thorough bass, harmony, counterpoint, composition, and the art of teaching. Pupils are classed in first, medium, and advanced grades of a year each, although instruction is given mainly on the idea of individual peculiarities of taste and capacity.—(Circular.)

The *School of Music* (1877), Theo. Ingalls King, principal, offers to pupils the services of teachers in such branches as the student may elect, including nearly the same as that above mentioned. The methods of instruction are by private lessons or in small classes, each pupil having the advantage of individual attention. A catalogue for 1880-'81 shows 84 pupils for that year.—(Circular and catalogue.)

## EDUCATIONAL CONVENTIONS.

## TEACHERS' ASSOCIATIONS.

A voluntary association of the graduates of the Normal School for whites meets once a month to compare experiences in government and teaching.

## CHIEF DISTRICT SCHOOL OFFICERS.

Hon. J. ORMOND WILSON is superintendent of public schools for whites in Washington and Georgetown and of the schools for both races in the rural districts.

Hon. GEORGE F. T. COOK is superintendent of the public schools for colored pupils in Washington and Georgetown.

**IDAHO.**  
**STATISTICAL SUMMARY.**

	1879-'80.	1880-'81.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (5-21) -----	6,000	a9,115	3,115	-----
Number of scholars enrolled -----	6,758	6,080	-----	678
Average daily attendance -----	-----	4,127	-----	-----
<b>DISTRICTS AND SCHOOLS.</b>				
Number of school districts -----	149	167	18	-----
Number of school-houses -----	-----	b100	-----	-----
Number of schools -----	155	b115	-----	-----
Average duration of schools in days -----	-----	150	-----	-----
<b>TEACHERS AND THEIR PAY.</b>				
Whole number of teachers employed -----	-----	175	-----	-----
Average monthly pay of men teaching -----	-----	\$65	-----	-----
Average monthly pay of women teaching -----	-----	50	-----	-----
<b>INCOME AND EXPENDITURE.</b>				
Receipts for public schools -----	\$51,530	\$54,609	\$3,079	-----
Expenditure for public schools. -----	38,812	44,840	6,028	-----

a United States Census of 1880.

b The statistics of schools and school-houses in 1880-'81 are imperfect, two counties failing to report, while others report only partially.

(From returns of Hon. James L. Onderdonk, territorial superintendent of public instruction, for the two years indicated.)

**TERRITORIAL SCHOOL SYSTEM.**

**OFFICERS.**

These are, for the Territory, a controller, who is ex officio territorial superintendent of public instruction; for each county, an auditor, who acts as county school superintendent (except in 2 counties, where the probate judge acts), and a county school examiner, appointed by the board of county commissioners, who, with the county superintendent, constitutes a county board of school examiners; for each district, 3 trustees, elected annually by the voters of the district.

**OTHER FEATURES OF THE SYSTEM.**

The schools are sustained by the interest of an irreducible and indivisible school fund, by county taxes of not less than two and not more than eight mills on each \$1 of taxable property, by the amounts received from fines and forfeitures for breaches of the penal laws, and by a sum derived from teachers' examination fees of \$3 from every successful applicant before receiving a certificate. A rate bill, not exceeding \$25 for repairs to school property, may be levied on parents and guardians of children attending school, but the children are not to be denied school privileges if their parents and guardians are unable to pay such tax. For a district to receive its amount of school funds, at least 10 children must have been reported by the census marshal and the schools must have taught no political, sectarian, or denominational doctrines, nor have had such papers, tracts, or documents distributed therein. The basis of distribution of the territorial school fund is according to the number of children between 5 and 21 years of age in each county; but as each county constitutes at least one school district, irrespective



of the number of children of school age therein, one-half is to be divided equally among the several districts of the Territory complying with the law; the other half, in proportion to the number of children of school age enumerated in the county, except in 2 counties, which have a different arrangement. New districts receive their per capita proportion out of the school funds of the old districts from which they are formed; but, failing to keep the schools open three months and to report them according to law during the first year, the money must be refunded. Teachers considered competent to hold positions after examination by the board of examiners receive certificates good for two years showing the branches they are authorized to teach.— (School law, 1879.)

#### GENERAL CONDITION.

The superintendent of public instruction, in making his report for the year 1881, states that a degree of substantial progress has been reached, notwithstanding the poor system of supervision and lack of funds. The statistics are so meagre for both 1880 and 1881 that it is difficult to make a fair comparison, although there has been an increase at some points. Graded schools have been established at Boisé City and at Lewiston, the building in Lewiston costing \$10,000. Out of 129 districts giving information as to the condition of school buildings, 84 reported them in good condition, 34 in bad condition, 12 as improperly heated and ventilated, 2 as having insufficient grounds, and 1 as not properly drained.

#### ADVANCED INSTRUCTION.

##### NORMAL AND SECONDARY SCHOOLS, COLLEGES, &C.

There are no schools for normal, secondary, or superior instruction reporting from this Territory.

#### CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JAMES L. ONDERDONK, *territorial superintendent of public instruction, Boisé City, Idaho.*

[Second term, February 21, 1881, to February 21, 1883.]

## INDIAN TERRITORY.

SUMMARY OF EDUCATIONAL STATISTICS. *a*

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Indians in the United States, exclusive of Alaska.	256, 127	261, 851	5, 724	-----
Youth of school age in the Five Nations	511, 444	9, 315	-----	-----
Youth of school age among tribal Indians	34, 541	38, 923	4, 382	-----
Enrolled in schools of the Five Nations	6, 098	6, 183	85	-----
Enrolled in schools of tribal Indians	7, 240	8, 109	869	-----
Average attendance of Five Nations	( <i>c</i> )	23, 496	-----	-----
Average attendance of tribal Indians	4, 651	4, 976	325	-----
Number of Indians that can read, including the Five Nations.	46, 330	44, 478	-----	1, 852
Number of tribal Indians taught to read during the year.	1, 744	1, 508	-----	236
SCHOOLS.				
Boarding schools of Five Nations	12	11	-----	1
Day schools of Five Nations	212	198	-----	14
Boarding schools of tribal Indians	60	68	8	-----
Day schools of tribal Indians	109	106	-----	3
Whole number of boarding schools	72	79	7	-----
Whole number of day schools	321	304	-----	17
TEACHERS.				
Teachers among tribal Indians	338	368	30	-----
Missionaries not counted as teachers	200	184	-----	16
EXPENDITURE FOR SCHOOLS.				
Whole expenditure for education of Indians	\$509, 760	\$548, 824	\$39, 064	-----

*a* As a matter of convenience, all education of Indians is, as far as possible, included under this head, except what has been given as to missionary educational work under Alaska, p. 278.

*b* No report from Chickasaws or Seminoles.

*c* Only the Chickasaws report this for 1879-'80, giving 1,845.

*d* All reporting except the Creeks.

(From reports of Hon. H. Price, Commissioner of Indian Affairs, for the two years indicated.)

## SCHOOL SYSTEMS AMONG THE INDIANS.

## OFFICERS.

As far as can be ascertained, the educational officers of the civilized tribes in the Indian Territory continued in 1881 to be as last reported, viz, among the Cherokees, a board of education of 3 members, nominated by the principal chief and confirmed by the tribal senate for terms of 3 years, one to be changed each year, with a board of 3 directors for each primary school, appointed by the board of education, to hold during good behavior; among the Choctaws, Chickasaws, Creeks, and Seminoles, superintendents of public schools, for general oversight, with trustees for local supervision of the schools of the districts into which the territory of each tribe is divided.

The United States Government, through its Commissioner of Indian Affairs, largely intrusts educational work for other Indians within the Indian Territory and elsewhere

(except in Alaska) to the several religious associations authorized by it to labor for the civilization of the different tribes. At Hampton, Va.; Carlisle, Pa.; Forest Grove, Oreg., and some other places, the principals of special schools, also authorized by the Government, continued, in 1881, to have supervision of the training of many Indian youth of both sexes, sent to them by the chiefs and head men of numerous tribes for education in ordinary studies and in useful industries.

#### OTHER FEATURES OF THE SYSTEMS.

The Cherokee board of education, above mentioned, makes rules for the government of the schools of all kinds belonging to the nation, while each of the local trustees, who together compose the board, has supervision of the schools in the district to which he belongs. The members of the board examine all persons desiring to teach, and grant certificates to approved teachers according to qualification. Each is required also to ascertain the number of youth of school age (7-21) in his district and in the subdistricts of which it is composed, and such children are put under his control, to be sent to their proper schools at the expense of the Cherokee Nation till their 3 years of primary education are completed. Then such as desire the fuller 4 years' training of the higher schools may be sent to these at the expense of parents or guardians for board only, tuition still being free. They may also afterwards be sent to schools in the States. Substantially the same arrangements as to primary and higher training appear to prevail in the other 4 civilized tribes, under the direction of their superintendents and trustees.

Among the uncivilized Indians there is no uniform system as to studies or methods, each missionary or missionary association doing what seems best; but there is evidently an increasing disposition to gather the children into boarding schools, where they can be more easily protected against the degradation of barbarous rites and habits, more regularly taught, kept under better discipline, and trained in "white men's ways" and industries.

#### GENERAL CONDITION.

As may be seen from the table of statistics, the schools of the Five Nations of civilized Indians enrolled 6,183 out of a reported school population of only 9,315, while, of those enrolled, 4 of the nations report 3,496 in average attendance, the Creeks making no return on this point. Of the comparatively uncivilized tribal Indians throughout the country, 8,109 out of 38,923 of school age were in the schools held for them, 4,976 of the enrolled being in average attendance. These figures indicate a considerable advance in educational interest among the civilized, especially as two of their chief school buildings were burned in 1880-'81, while they were greatly troubled during the year by the incursions of lawless whites into their territory. The advance among the wilder tribes was also great, both the increased enrolment and increased average attendance indicating this, although they too were in many cases troubled by encroachments of the whites. The day schools among uncivilized Indians fell off 3; but the better and more influential boarding schools were 8 more in number. Among the additional schools opened were 2 for the mission Indians of California, who, from their peacefulness, their poverty, and their industrious ways, appear to have fairly merited an increase of advantages for education. Six of the 8 new boarding schools for Indians in Utah, Arizona, and New Mexico were meant to accommodate 351 pupils, and are said to have been the first ever provided for the 27,000 Indians of those regions, who represent a school population of not less than 5,000. The remaining 2 new ones were established at Cheyenne River agency, Dakota, and among the Omahas of Nebraska. In all, 3 new school buildings for Indian use were completed, furnished, and occupied during 1880-'81, 8 more were made ready for occupation, and 5 others were in progress.

#### COMBINED EDUCATIONAL AND INDUSTRIAL TRAINING.

To fully civilize the Indians, it has become clearly apparent that instruction in the arts of life must be connected with training in school studies. This connection has for several years been more and more attempted at several of the best Indian agencies and has been fostered by the authority of the Indian Office, especially at the schools for Indian youth assisted or sustained by it at Carlisle, Pa., Forest Grove, Oreg., and Hampton, Va. The pupils for these schools, as well as those for some less conspicuous ones elsewhere, have been chosen from different tribes (for their intelligence, character, and strength) to acquire a knowledge of such studies, arts, and habits as may enable them to aid in the civilization of their people. They are trained in the English language, in the ordinary school studies, in submission to discipline, in the orderly habits of civilized domestic life, and in the common mechanical and domestic industries. These, for the boys, include farm and garden work, carpentry, tailoring, the making of tin ware, blacksmithing, shoe, harness, and wagon making; for the girls, sewing, cookery, care of rooms and beds, nursing, and whatever will conduce to domestic comfort. The reports of



progress made show that time only is required to solve the domestic part of the Indian problem by a continuation of this system; for intelligent agents, appointed by the Government, declare, after full inspection, that for the time during which these youth have been under instruction the advance observed in school studies, in industries, in habits, and in manners has been wonderful, and would be regarded as unusual in children taken from American homes for like training.

The number subjected to this training for the year was, at Carlisle, 295; at Hampton, 81; at Forest Grove, 76.

#### NORMAL AND SECONDARY TRAINING.

Education for teaching and for business is given to some extent not only in the schools above described, but also in the Santee Normal Training School, Santee Agency, Nebr., in St. Paul's Boarding School, Yankton Reserve, Nebr., and in the higher schools of the Five Nations, all for Indian youth. No training beyond this had been instituted for them in 1881.

#### OBITUARY RECORD.

##### COL. PETER P. PITCHLYNN.

This famous Choctaw half-breed, who died in Washington, D. C., January 17, 1881, had been during a long life one of the chief agents in the civilization and education of his tribe. The child of a Choctaw mother and a white who had served as an interpreter between the whites and Indians under a commission from General Washington, of fine physique and gifted with clear intelligence, he attracted in his prime the attention of Charles Dickens as one of nature's noblemen. He was born in the Indian town of Hoo-shookwa, Miss., January 30, 1806, when the Chickasaws and Choctaws owned a large part of that State. Resolving early to obtain an education, he went to a school in Tennessee, 200 miles away, carrying on his studies subsequently at the Columbia Academy, in the same State, and graduating finally at the University of Nashville. Returning thus educated to his people he exerted with great success his now developed powers in the repression of polygamy and intemperance. As a member of the national council of the Choctaws, to which he was soon elected, he made the first move for the establishment of schools, and set the example, which has been since followed at Carlisle and Hampton, of placing the first school among the whites, that other civilizing influences might operate with educational ones for the elevation and improvement of the youth brought under instruction. In 1828 he was made the leader of the expedition organized under Government auspices for the removal of the five tribes to the present Indian Territory, and by his tact and skill succeeded in making an agreement for this removal with the hostile Osages, who then held that region. Thenceforth he was till his death the trusted representative of the Choctaws in all their business transactions with the General Government, except during the war of the rebellion, when he took decidedly the Union side and commanded a Union Indian militia regiment, while many of the Choctaws were drawn into the confederate ranks from the force of early southern associations. On the return of peace he renewed his efforts on behalf of education, assisted to the utmost every movement in that direction, and is said to have been, more than any other one man, the parent of the Choctaw school system of neighborhood common schools and central higher schools, the funds for which he also did much to preserve.

#### CHIEF SCHOOL OFFICERS.

These at the last advices, covering apparently the period from 1881 to 1882, were reported to be as follows:

##### FOR THE FIVE NATIONS.

Hon. O. H. P. BREWER, *president of the board of education of the Cherokees, Tahlequah, Ind. Ter.*  
 Hon. WILLIAM L. BYRD,<sup>1</sup> *school superintendent of the Chickasaws, Stonewall, Ind. Ter.*  
 Rev. ALLEN WRIGHT,<sup>2</sup> *school superintendent of the Choctaws, Boggy Depot, Ind. Ter.*  
 Rev. JOHN MCINTOSH, *school superintendent of the Creeks, Eufaula, Ind. Ter.*  
 Hon. THOMAS CLOUD, *school superintendent of the Seminoles, Weewoka, Ind. Ter.*

##### FOR OTHER INDIAN SCHOOL WORK.

Gen. S. C. ARMSTRONG, Hampton Normal School, Hampton, Va.  
 Capt. E. H. PRATT, Training School for Indian Youth, Carlisle, Pa.  
 Lieut. M. C. WILKINSON, Training School for Indian Youth, Forest Grove, Oreg.

<sup>1</sup> Mr. Benjamin Birney, of Tishomingo, is understood to have been chosen to succeed Mr. Byrd.

<sup>2</sup> Mr. Edmund McCurtain, of Red Oak, is understood to have been chosen to succeed Mr. Wright.

## MONTANA.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4 to 21) <i>a</i> -----	7, 070	9, 895	2, 825	-----
Number enrolled in public schools-----	3, 970	5, 112	1, 142	-----
Average daily attendance-----	2, 506	2, 800	294	-----
Attendance on private schools-----	211	305	94	-----
SCHOOLS.				
Public school districts-----	130	144	14	-----
Public graded schools-----	34	36	2	-----
Public ungraded schools-----	119	136	17	-----
Whole number of public schools-----	153	172	19	-----
Average term in days-----	96	110	14	-----
Private schools-----	14	16	2	-----
Public school-houses-----	119	132	13	-----
Value of public school property-----	\$118, 912	\$140, 250	\$21, 338	-----
TEACHERS.				
Number of men teaching-----	62	59	-----	3
Women teaching-----	99	118	19	-----
Whole number of teachers-----	161	177	16	-----
Average monthly pay of men-----	\$71 64	\$79 88	\$8 24	-----
Average monthly pay of women-----	56 41	57 47	1 06	-----
Number first grade certificates issued-----	65	115	50	-----
Whole number issued-----	108	138	30	-----
INCOME AND EXPENDITURE.				
Receipts for public schools-----	\$78, 730	\$94, 551	\$15, 821	-----
Expenditure for public schools-----	59, 463	55, 781	-----	\$3, 682

*a* Basis for distribution of school funds; age for admission to school, 5 to 21.

(From return of Hon. W. Egbert Smith, territorial superintendent of public instruction, for the first of the two years indicated, and from report for both years, with return for the latter, of Hon. Robert H. Howey, Mr. Smith's successor.)

## TERRITORIAL SCHOOL SYSTEM.

## OFFICERS.

A territorial superintendent of public instruction, appointed by the governor and confirmed by the legislative council for a term of 2 years, has general charge of public school affairs. Local officers are county superintendents, elected by the people for 2 years; district boards of 3 trustees, elected for 3 years, 1 going out each year; and a district clerk for each district, elected annually.

## OTHER FEATURES OF THE SYSTEM.

Public schools are sustained from a county tax of not less than 3 nor more than 5 mills on the dollar; district taxes, voted by the people; and fines, penalties, and proceeds of the sale of town lots in the hands of probate judges. All moneys derived from the sale of any school lands which may be granted by Congress are to constitute an irreducible school fund, the interest of which is to be used for public school purposes. A school

census must be taken annually by district clerks, and the funds apportioned to districts according to the number of youth 4 to 21 resident therein. The age for free admission to school is 5 to 21, but trustees may receive adults and non-residents when there are good reasons for so doing. No apportionment can be made to districts which have not maintained a free public school for at least 3 months during the preceding school year, nor unless the teachers employed hold legal certificates in full force, nor if sectarian or partisan books have been used or political or denominational doctrines taught in the school. The elementary English branches are prescribed studies, and others may be added as deemed expedient by trustees, who may also open high schools. Instruction must be given during the entire course in manners, morals, and laws of health. Due attention must be given to the ventilation and temperature of school rooms, and healthful physical exercises are to be provided for pupils. Teachers must report annually to the county superintendent and to the district clerk or forfeit pay for the last month employed. Trustees report to county superintendents and the latter must report annually to the territorial superintendent or forfeit \$100 of their pay. County superintendents may, when they think best, hold institutes for teachers in all counties having 10 or more organized school districts.

#### GENERAL CONDITION.

The statistics show considerable increase in the school population during the year, and smaller advances in public school enrolment and average attendance. More school districts were organized, school-houses built, and schools taught, the average term being 14 days longer. While only 30 more teachers' certificates were issued than during the previous year, there were 50 more of first grade. Fewer men and more women were employed, the monthly pay of men being increased by \$8.24 and that of women by \$1.06.

The territorial superintendent, from personal observation, as well as from county reports, records a year of healthy growth of the public schools. The people contributed liberally to their support, raising over \$15,000 more by taxation than the previous year, besides increasing the value of school property by more than \$21,000. The average rate of taxation, 3.8 mills on the dollar, was nearly a mill above the minimum requirement, and 2 counties levied 5 mills, the full amount allowed by law. The low percentage of enrolment on census scholars is not owing to inefficiency of the schools, but rather to the sparseness of population and consequent distance of many pupils from school. One district in Meagher County contains about 4,000 square miles of territory and another in Gallatin County is 3 miles wide and 100 miles long. In the latter, the school-house stands near the centre; the patrons have built winter homes near by, and move there for the season in order to send their children to school. While much may be done, as in this instance, by determined effort on the part of parents, the difficulty cannot be entirely overcome until the population becomes more numerous. The policy of dividing districts and multiplying schools, to which there is a tendency in some localities, brings no adequate relief, since it necessarily results in small schools and short terms. Other obstacles noted by the superintendent may be more easily overcome, such as a failure on the part of some parents to appreciate the benefits of education sufficiently to send their children to school. To compel the attendance of such by law, he thinks, may at no distant day be considered both economical and humane. Too many studies, and hence too many classes for one teacher, short school terms, and a great variety of text books have hindered progress, particularly in the ungraded schools. The last named evil was remedied by the adoption by the legislature in February, 1881, of a uniform series of text books; for the first the superintendent recommends the arrangement of a course of study for ungraded schools similar to those which have been successfully used in other places.

#### CITY SCHOOLS.

##### PROGRESS DURING THE YEAR.

The territorial superintendent reports great improvement in the schools of the principal cities. A better classification of pupils was made during the year and more thorough work was done, particularly in the schools of Helena, Butte, Bozeman, Deer Lodge, and Virginia City, where courses of study have been adopted, including primary, intermediate, and high school departments. The school buildings are handsome and well arranged, and are supplied with improved styles of furniture, libraries, apparatus, and musical instruments. In Helena, the largest of the above (with 3,624 population), there were 562 pupils enrolled and 316 in average attendance, under 11 teachers.

#### TRAINING OF TEACHERS.

##### INSTITUTES.

A successful institute was held at Butte during the month of March for the teachers of Deer Lodge and Silver Bow Counties, and another at Virginia City in August for the



teachers of Madison County. It was expected that others would be held during the year, but no positive information regarding them has been received and no statistics of attendance at those which were held are given. The territorial superintendent says the importance of these meetings cannot be called in question; that they stimulate and encourage teachers and prepare them to do better work. He thinks, however, that the law which makes it the duty of teachers to attend county institutes and take part in the exercises would be more effective if some penalty were attached to its violation.

#### NORMAL COURSES.

A department for the training of teachers was, at last accounts, connected with the high school at Helena, but no information has been received from it for 1880-'81.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

As already stated, high school departments are connected with the graded system in Helena, Butte, Bozeman, Deer Lodge, and Virginia City, and possibly there may be some in other places. In those of the cities named particularly good work was done during the year. The course of study comprised the higher mathematics, natural science, and the languages.

#### OTHER SECONDARY SCHOOLS.

For statistics of private academies or seminaries reporting, see Table VI of the appendix, and for a summary, see the report of the Commissioner preceding.

### SUPERIOR AND PROFESSIONAL INSTRUCTION.

#### TERRITORIAL UNIVERSITY.

The superintendent believes the time is near at hand for the establishment of a territorial university. In 1881 Congress passed an act granting 72 sections of the unappropriated lands of Montana for university purposes; but owing to conditions attached to its sale the benefits of this grant cannot be realized in time to meet the more immediate demands of the rising generation. He therefore advises the establishment of at least 3 departments of a territorial university at as early a day as practicable, the departments thought most essential being a school of mines, a normal school, and a scientific and classical school.

No information has reached this Office of any scientific, theological, legal, or medical schools in this Territory.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB.

In accordance with a law providing for the education of the deaf-mute and blind children of Montana, 2 deaf-mutes are being educated at the Columbia Institution, Kendall Green, near Washington, D. C., at an annual expense to the Territory of \$300 each, this covering board, tuition, clothing, and medical attendance.

#### CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. R. H. HOWEY, *territorial superintendent of public instruction, Helena.*

[Term, 1881 to 1883.]

## NEW MEXICO.

STATISTICAL SUMMARY. *a*

	1879-'80.
POPULATION AND ATTENDANCE.	
Youth of school age .....	29,255
Number attending school .....	4,755
Average daily attendance .....	3,150
SCHOOLS.	
Number of public schools .....	162
Average term in months .....	5.6
Public school-houses .....	46
Number of sittings .....	5,580
Value of school property .....	\$13,500
TEACHERS.	
Men teaching .....	128
Women teaching .....	36
Whole number of teachers .....	164
Average monthly pay of teachers .....	\$30.67
INCOME AND EXPENDITURE.	
Receipts for school purposes .....	\$32,171
Expenditure for schools .....	28,973

*a* From United States Census of 1880.

## TERRITORIAL SCHOOL SYSTEM.

## OFFICERS.

A territorial board of education, comprising the governor, the secretary of the Territory, judges of the supreme court, and the Roman Catholic bishop of New Mexico, was created in 1863 and still appears to have a nominal existence. The same law provided for a territorial superintendent, to be appointed by the governor with consent of the legislative council for a term of 2 years; but in 1874 the duties of this office were transferred to the territorial librarian. Local officers are county boards of supervisors or commissioners of 3 members elected by the people for 2 years.

## OTHER FEATURES OF THE SYSTEM.

As the governor remarks in his report to the Secretary of the Interior, the legislature has from time to time passed acts relating to education which being liberally construed constitute a respectable school system, although not a complete one. The chief trouble, he says, lies in neglect to execute the law, which in some localities is not carried out at all and in others but indifferently. The system provides for compulsory education during 5 months of the year; for free schools, open to all children without regard to religious creed, nativity, or condition; also, for reports of school statistics from county officers to the territorial librarian and from him to the legislature. One-fourth of a tax of 1 per cent. on the property of the Territory and a poll tax of \$1 on each voter are set apart for the support of public schools. These funds, a correspondent writes, if properly collected and honestly turned over, would be sufficient to keep up a fair average school in every school district for 3 months in the year; but they are not always or even generally so collected and applied. The county sheriff is tax collector, and the school commissioners have no control over the funds.

## GENERAL CONDITION.

In the absence of territorial reports on education the United States census for 1880 furnishes the latest information respecting schools in New Mexico. From a lack of statistics for the year preceding or for any other recent years, it is impossible to institute comparisons showing progress or otherwise. A decided advance appears, however, during the decade. With about the same number of youth to be educated there were 4,755 attending all classes of schools in 1880 against 1,798 in 1870. The governor thinks a disposition to encourage education is rapidly growing and intelligence becoming more general through the agency of newspapers, which have been established in all the principal towns. A scattered population and the prevalence of two languages he mentions as great difficulties in the way of prosperous schools in this Territory, and thinks it may be wise for Congress to deal with the subject so far as to see that the true American idea of public schools be carried out, ample and equal advantages be provided for all classes, and aid afforded if necessary from the National Treasury.

From a sketch of the educational condition prepared by Hon. W. G. Ritch, secretary of the Territory, it appears that parochial and academic schools are sustained in all the more important towns and neighborhoods by the Roman Catholic Church, under the control of the Jesuits, the Christian Brothers, the Sisters of Loretto, and the Sisters of Charity, and that the various Protestant denominations are also represented in the larger towns by primary and academic schools. He says the Roman Catholic schools are largely supported in most of the counties by the public school funds and those of other denominations generally by tuition fees or private contributions or both, the greater part of the private funds coming from outside of the Territory. He thinks the present system might by proper management produce good schools, as it does even now in a few instances, although as a whole its workings are most unsatisfactory. But, since the territorial legislature cannot be induced to make the changes necessary to an efficient administration, and considering the peculiar difficulties existing here, he advises that relief be sought in congressional legislation. Among the features he would have thus established are a territorial board of education, comprising the governor, secretary, three judges of the supreme court, president of the council, and speaker of the house; the secretary to be superintendent of schools; the board to have full power, under general restrictions, to make all laws necessary for the establishment and government of the schools; school taxes to be paid over to the proper officer out of the first moneys collected, subject to the order of the board, and an equal sum to that raised by tax to be appropriated from national funds; the schools to be taught in the English language, but the study of Spanish also to be allowed when desirable.



## UTAH.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age.....	40, 672	42, 353	1, 681	-----
Enrolled in district schools.....	24, 326	26, 772	2, 446	-----
Average daily attendance.....	17, 178	18, 682	1, 504	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	301	314	13	-----
Number of school districts reporting.....	281	287	6	-----
Number of district schools.....	374	395	21	-----
Average time of schools in days.....	128	140	12	-----
Valuation of school property.....	\$372, 723	\$415, 186	\$42, 463	-----
TEACHERS.				
Men teaching in district schools.....	282	270	-----	12
Women teaching in district schools.....	235	295	60	-----
Whole number of teachers reported.....	517	565	48	-----
Teachers in schools other than public.....	49	-----	-----	-----
INCOME AND EXPENDITURE.				
Whole receipts for district schools.....	\$132, 194	\$198, 876	\$66, 682	-----
Whole expenditure for district schools ---	132, 194	199, 264	67, 070	-----

<sup>a</sup> This was 6 to 16 in 1879-'80; in 1880-'81, 6 to 18.

(From reports of Hon. John Taylor and Hon. L. John Nuttall, territorial superintendents of district schools, for the two years indicated, with written returns from the same.)

## TERRITORIAL SCHOOL SYSTEM.

## OFFICERS.

The public school officers are a territorial superintendent of district schools, elected for 2 years; a county superintendent of the schools in each county, elected for the same term; and 3 trustees for each school district, who are elected at first for terms of 1, 2, and 3 years, and subsequently each for 3 years. Boards of examination consisting of 3 persons are appointed by each county court to examine teachers and grant certificates.

## OTHER FEATURES OF THE SYSTEM.

School moneys are derived from a tax of 3 mills on \$1 of ordinary property, from taxation of railroads, sale of estrays, and a special district tax, not to exceed 2 per cent. a year and to be levied only by a two-thirds vote of the taxpayers. These moneys are apportioned on the basis of the number of youth of school age. It is the duty of trustees to employ teachers; to provide school-houses, furniture, and apparatus; to visit officially each school in their district at least once each term; and to take an annual census of children 6 to 18 years of age. They may at their option collect tuition fees. The territorial and county superintendents and the president of the University of Deseret in convention determine what text books shall be used in the district schools, and books thus adopted cannot be changed within 5 years. Persons eligible to employment as teachers must hold a certificate as to their capacity and moral character. The normal certificate of graduation from the University of Deseret, indorsed by the board

of examiners as to the moral character of the applicant, entitles the holder to be chosen as a teacher in any of the district schools. The amended school law of 1880 changed the school age from 6-16 to 6-18, the first enumeration of children of the extended age being required to be taken on or before the second Monday in June, 1880, and at the same time annually afterwards.<sup>1</sup>

#### GENERAL CONDITION.

A comparison of the statistics for 1880-'81 with those for the preceding year shows an increase in youth of school age, in enrolment and average attendance, in number of districts reporting and of schools, in length of term, and in whole number of teachers, there being fewer men but a much greater number of women. A financial gain is shown in increased valuation of school property and in greater receipts to meet the growing expenses. The superintendent says, too, that in his visitation of the schools he found much improvement in the style and quality of many new school-houses, as well as in the qualifications of a considerable number of the teachers, the normal classes of Brigham Young Academy, Provo, of Brigham Young College, Logan, and of the University of Deseret now graduating from 30 to 40 yearly.

#### ANTI-MORMON SCHOOLS.

There were 60 schools of this class in the Territory in 1880-'81, in most cases supported by and under the control of Protestant and Roman Catholic churches. Among the number of those reporting were 36 elementary schools (part of them free, others asking a small tuition fee), with an aggregate attendance of 1,760. For those of academic rank reporting, see Table VI of the appendix, and a summary of the same in the report of the Commissioner preceding.

#### TRAINING OF TEACHERS.

##### NORMAL DEPARTMENTS.

The law appropriates \$5,000 a year for the University of Deseret, provided 40 pupils annually shall be instructed, free of charge for tuition, books, and apparatus, in its normal department. Said pupils are to be selected by the territorial superintendent from persons nominated by the board of examination of the several counties, on condition that for each year's free tuition received they shall teach one year in the district schools. The statistics for 1880-'81 are: Instructors, 2; students, 45; graduates, 18; course of study, 1 year of 40 weeks.

A normal department, with a two years' course, was reported in connection with Brigham Young Academy, Provo. There were 20 students in attendance, 11 of whom expected to graduate at the close of the year.

##### TEACHERS' INSTITUTES.

While there is no territorial provision for the holding of institutes, such meetings are recommended by the superintendent; they seem to have been established and sustained in at least 2 counties and to have been productive of great good.

#### SUPERIOR AND SCIENTIFIC INSTRUCTION.

##### UNIVERSITY OF DESERET.

There were in 1881 no institutions for superior or scientific instruction reported in the Territory, except the University of Deseret, Salt Lake, and it had only preparatory, academic, and normal departments. The course of study comprised English literature and history, geography and general history, mathematics, chemistry, physical and political science, natural history, Latin, and Greek. There were 3 instructors and 128 male and 74 female students in 1881.

#### CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. I. JOHN NUTTALL, *territorial superintendent of district schools, Salt Lake City.*

[Term, August, 1881, to August, 1883.]

---

<sup>1</sup> Changed to July by an amendatory act of the next legislature.

## WASHINGTON TERRITORY.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21) -----	26, 649	23, 899	-----	2, 750
Public school enrolment -----	14, 780	14, 754	-----	26
Average daily attendance -----	10, 546	11, 275	729	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Districts -----		536	-----	-----
Districts in which school has been taught -----		464	-----	-----
Public school-houses -----	487	444	-----	43
Public school-houses built during year -----		38	-----	-----
Public schools -----	531		-----	-----
Graded schools -----		10	-----	-----
Average term in days -----		100	-----	-----
Estimated value of school property -----	\$161, 309		-----	-----
TEACHERS AND THEIR PAY.				
Men teaching -----	199	149	-----	50
Women teaching -----	333	205	-----	128
Whole number of teachers -----	532	443	-----	89
Average monthly pay of men -----	} \$35. 97	\$52 56	-----	-----
Average monthly pay of women -----		37 50	-----	-----
INCOME AND EXPENDITURE.				
Total receipts for public schools -----	\$120, 549	\$127, 609	\$7, 060	-----
Total expenditure for public schools -----	112, 615		-----	-----

a Includes 89 whose sex is not reported.

(Statistics for 1880 from United States Census; those for 1881 from the report of Hon. J. S. Houghton and a return of his successor, Hon. C. W. Wheeler.)

## TERRITORIAL SCHOOL SYSTEM.

## OFFICERS.

The public school affairs of the Territory are intrusted to a territorial superintendent of public instruction, appointed for 2 years by the governor with the advice and consent of the legislative council, and to a territorial board of education, comprising the territorial superintendent and one suitable person from each judicial district, appointed by the governor for 2 years. For each county there are a county superintendent of common schools, elected by the people for 2 years, and a county board of examination, comprising the county superintendent and 2 teachers of the highest grade, chosen by him; for each district, a board of 3 directors, elected for 3 years, with annual change of one, and a district clerk, elected for a like term. The directors of incorporated city or town districts may elect a city or town school superintendent, who may be one of the teachers and shall have control or management of all the schools in his district. Women are eligible to school offices and may vote at school meetings.

## OTHER FEATURES OF THE SYSTEM.

The moneys for the support of the public schools are derived from the interest on the fund accruing from the sale of lands donated by the United States, from county taxes of



3 to 6 mills on \$1, and from fines for breach of license and penal laws. All school moneys apportioned by county superintendents to the several districts are apportioned according to the number of youth of school age. On the vote of qualified electors additional sums may be raised by special district tax, not to exceed 10 mills on \$1 for maintaining schools or for building and furnishing school-houses; and in any school district composed of an incorporated city or town an additional tax of 5 mills may be levied for tuition purposes. In order to receive their portion of public school money, districts must have maintained a public school taught by a qualified teacher for at least three months the preceding year. Since 1881 each incorporated city or town has formed a school district, and all such districts having 300 or more school children are required to establish graded schools, but no other language than English and no mathematics higher than arithmetic may be taught therein. Two or more districts may unite to establish graded schools, and any single district may have the same power. District clerks must take an annual census of all persons between the ages of 4 and 21; failing to do this at the proper time they are individually liable for the full amount the district may lose thereby. The territorial board of education prescribes the text books to be used in the public schools and the methods of instruction and discipline. It is the duty of the territorial superintendent to hold annually a territorial institute; that of county superintendents, to hold annually county institutes. In order to draw pay, teachers must hold certificates in full force either from the territorial or a county board of examination. To obtain the former, which are good for 3 years in any part of the Territory, the applicant for examination must hold a first grade county certificate and must have taught for 3 years; the latter are of 3 grades, good for 1, 2, and 3 years in the county where issued. Teachers must keep a register and must make an annual report to the county superintendent or forfeit their last month's pay.

#### GENERAL CONDITION.

The figures respecting the general educational condition in the two years under comparison are so incomplete that they fail to indicate decisively the measure of advance or retrogression in 1880-'81. The returns, too, are said to be imperfect. As far as given, they show that with a school population reported nearly 3,000 less than in 1879-'80 there was yet an enrolment in the public schools only 26 short of that reported the year before, while average daily attendance was greater by 729, although the school-houses for the reception of public pupils appear to have been fewer by 43 and the teachers in them fewer still. Receipts for public schools were larger than they had been; the expenditure for them is not given.

#### CHANGE OF SCHOOL LAW.

A revision in 1881 of that part of the school law which related to cities and towns made each incorporated one a school district; changed the number of school children required for a graded district from 500 to 300; limited the instruction to be given in such districts, as above indicated, to studies in English branches and arithmetic; and gave permission to levy in them, with consent of voters, a building tax of 10 mills in any year and a tuition tax of 5 mills.

#### TRAINING OF TEACHERS.

##### NORMAL DEPARTMENT OF WASHINGTON UNIVERSITY.

The normal department of the University of Washington, Seattle, gives a 2 years' course that includes the higher English branches and methods of teaching. There were 12 students in the senior preparatory, 8 in the first class, and 2 graduates reported for this department in 1880-'81.

##### TEACHERS' INSTITUTES.

In counties containing 10 or more organized school districts the law requires the county superintendent to hold annually a teachers' institute, makes it the duty of the teachers to attend and participate in the exercises thereof, and permits them to adjourn their schools during the session of the institute. This requirement was generally complied with in 1880-'81, as there were 33 institutes reported, some counties holding more than one. The meetings in several counties were large and enthusiastic.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

The superintendent of public instruction reports 10 graded schools in the Territory, but gives no information in regard to public high schools. The United States Census

gives 5 high schools or schools with high school departments, but does not distinguish the number of pupils attending or the teachers employed in these schools from others, as was done in 1850 and in 1860 for the country generally.

For statistics of private academic schools reporting, see Table VI of the appendix, and for a summary, the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### UNIVERSITY OF WASHINGTON TERRITORY.

The University of Washington Territory, Seattle, open alike to both sexes, is a part of the public school system and is supported by legislative appropriations, interest on endowment, and tuition fees. It offers 4 years' classical and scientific courses, leading to appropriate degrees, and 2 years' normal and commercial courses. A course of law lectures was delivered to students in 1880-'81 and will become a permanent feature of the university. There were 137 students enrolled: 27 in the collegiate department, which includes the advanced classical, scientific, normal, and commercial students, and 33 in the senior and 77 in the junior preparatory classes.

### EDUCATIONAL CONVENTION.

#### WASHINGTON TERRITORY TEACHERS' INSTITUTE.

Information in regard to the opening exercises of the sixth annual meeting of this body at New Tacoma is wanting. At the evening session held August 17, 1881, R. C. Townsend delivered a lecture upon the question "Is teaching a profession?" The following day, which was the closing one, G. W. Mattice, of New Tacoma, presented "Methods of teaching the greatest common divisor and least common multiple," which was fully discussed. Prof. F. P. Gilman, Seattle, spoke on "Mineralogy in the public schools by object lessons." The subject of "Reading" was taken up and several essays read. At the afternoon session methods of teaching arithmetic were discussed. Mrs. L. P. Anderson delivered an address on botany and Superintendent Houghton a lecture on physiology. Methods of classification and management of schools were spoken of by F. E. Eldridge, of Slaughter, and C. A. Gilbert, of Riverside. With appropriate remarks by Dr. Houghton, Prof. A. J. Anderson, and others, the institute adjourned, to hold its seventh annual meeting at Seattle.

### CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JONATHAN S. HOUGHTON, *territorial superintendent of public instruction, Olympia.*

[Term, November, 1880, to January 9, 1882.]

Mr. C. W. Wheeler is understood to have been chosen to succeed Mr. Houghton at the date above given for a term to reach to 1884.

## WYOMING.

## STATISTICAL SUMMARY.

	1879-'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Number of children of school age (7-21) <i>a</i>	4, 112			
Enrolled in public schools -----	2, 907	2, 544		363
Average attendance in public schools ----	1, 920			
SCHOOL BUILDINGS AND SCHOOLS.				
Public school buildings -----	29			
Public schools taught -----	55	55		
Valuation of buildings and furniture ----	\$40, 500			
TEACHERS AND THEIR PAY.				
Men teaching in public schools -----	31			
Women teaching in public schools -----	39			
Whole number of teachers -----	70	57		13
Average monthly pay of teachers -----	\$60 23	\$59 31		\$0 92
INCOME AND EXPENDITURE.				
Receipts for schools -----	\$36, 161			
Expenditure for schools -----	28, 504			

*a* Changed from 6-21 in 1877.

(Figures for 1879-'80 from the Compendium of the United States Census for 1880; those for 1880-'81 from message of Governor John W. Hoyt for 1881.)

## TERRITORIAL SCHOOL SYSTEM.

## OFFICERS.

The territorial librarian continued to be ex officio superintendent of public instruction for the Territory; for counties there were superintendents elected by the people every 2 years; and for school districts boards of 3 trustees, each elected for 3 years, 1 being changed each year.—(School laws, 1878.)

## OTHER FEATURES OF THE SYSTEM.

The public schools are sustained from a poll tax of \$2 on each voter, from 2 mills on \$1 of all taxable property, and from the proceeds of fines and forfeitures.

The people at the annual district meeting may vote a district tax to supply any deficiency in the teachers' fund, to lease or purchase sites and build and keep in repair school-houses, to supply them with necessary fuel and appendages, and to purchase school libraries and books for indigent children, the sum for library not to exceed \$100 in any one year. Women of 21 years of age may vote for and be elected as school officers, and as teachers are to receive the same pay as men if equally qualified. Where there are 15 or more colored children in a school district, a separate school for them may be established, but legally established district schools are equally free to all children resident therein over 7 and under 21 years of age; and a compulsory law requires parents and guardians, under a penalty of \$25 fine, to send their children of 7 to 16 years of age to some public school at least 3 months each year or present reasons for their absence. Persons without higher certificates offering to teach must be examined by the county superintendent, whose certificate is good for 1 year, and must make reports of school statistics at the close of each term or forfeit their pay, at the discretion of the district



board. The county superintendent and the district board of directors may decide whether a school of higher grade than the ordinary district school shall be established in the district, may locate and erect a suitable house for said school, and may decide the number of teachers to be employed and studies to be pursued, this last subject to the decision of the Territorial Teachers' Institute, which determines ordinarily every 5 years the studies of the like grade of schools in the Territory. This institute must be held annually and continue in session not less than 4 nor more than 10 days, and be free to all teachers and those preparing to teach in the Territory. It must decide upon the books and the system of instruction to be used in the Territory, and also decide upon the manner, place, and time of holding institutes in each county.—(School laws.)

#### GENERAL CONDITION.

The governor states in his message to the legislature that the public schools in 1881 continued to prosper, that new ones were opened, that liberal sums were expended for the erection of new school buildings and the enlargement of old ones, and that great efforts were made in the larger towns to secure experienced and efficient teachers, who did good work when secured. The graded schools, though laboring under the many disadvantages of a new Territory, compared favorably, he says, with schools of like general character in the States most advanced.

The school system is claimed to be one of the best. As yet there is no indication of any institution belonging to the public school system of a higher grade than the high school. In the absence of corresponding data for two years, few comparisons can be made between 1880 and 1881, and these indicate the same number of schools in the latter year as in the former, but with fewer teachers, a smaller average rate of pay, and a smaller enrolment.

At a few points in the Territory libraries were begun, and it was urged that something in this direction worthy the intelligence and liberality of the people be undertaken without further delay.

One thing which may go to promote education in the future is the organization at the capital, in 1881, of an association for the encouragement of historical and scientific research, the promotion of the practical industries of the Territory, the collection and preservation of authentic records of territorial history, the formation of historical, scientific, and industrial museums, and the enlargement of the territorial library, which was already of considerable size and for 1880 and 1881 received additions of about 700 volumes yearly.

Another important point was an appropriation by Congress in 1881 of 22 sections of public land for a future university.

#### CHIEF TERRITORIAL SCHOOL OFFICER.

HON. JOHN SLAUGHTER, *territorial librarian and ex officio superintendent of public instruction, Cheyenne.*

Mr. Slaughter has acted as *ex officio* superintendent since 1873. His next term reaches from March 31, 1882, to March 31, 1884.

## EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

### NATIONAL EDUCATIONAL ASSOCIATION.

#### PROCEEDINGS OF THE GENERAL ASSOCIATION.

By invitation of Hon. Gustavus J. Orr, State school commissioner of Georgia, the National Educational Association held its twentieth annual meeting at Atlanta, Ga., July 19-22, 1881. An unusual interest attached to this meeting in the far South, and important educational results were expected from it. The meeting was called to order by President Smart, of Indiana, and opened with prayer by Rev. Dr. Gwin, of Atlanta. Governor Colquitt then gave the address of welcome, in which he said: "If I could convey to you a complete sense of our esteem and of our admiration, indeed you would be prompted to believe that in this city and on Georgia soil the schoolmaster is at home, and nowhere else is his noble mission more honored." Responses were made by the president and others, and were followed by the inaugural address of the president, "On the value of schools." Prof. C. C. Rounds, principal of the State Normal School, Farmington, Me., then read a paper on the "Lines of advance in education," showing that teaching is assuming a more definitely professional character; that methods of teaching have advanced; and that courses of study have been extended from classics and mathematics to cover the realms of science, art, and industry; that a transition from principle to application is going on, resulting in an extensive conviction that ability to work is a necessity for all; that the only safe state is that in which work is honorable and well rewarded; and that the training of the hand is as legitimate a function of the school as the training of the head. Then followed a paper on "What shall we teach in our elementary schools?" by Superintendent A. J. Rickoff, of Cleveland, Ohio, who in a long and well arranged paper said that much in the curriculum of the elementary schools, if tested by its practical value in the pursuits of life, would be cast aside as worthless. The discussion which followed developed a considerable difference of views.

General Eaton, United States Commissioner of Education, opened the evening session of the general association with an address on "Education and the building of the state," the leading point of which was that to build a state is not to locate a certain number of people in a given territory. It is to build up the whole body politic in its interests, individual, social, civil; its ideas, doctrines, sentiments, laws, customs, and institutions. To understand man, we must look at him in combination with his fellows. It is in society that he first feels what he is and first becomes what he can be. The earliest and simplest form of association is the family. This enlarges itself naturally into the clan and tribe, which then, by combining, form states, federations, and nations. Tracing the history of ancient in contrast with that of modern nations, he said that "the motion of the ancients in the effort to reach truth was like that of the rocking horse, while that of the moderns is more like the course of the thoroughbred racer." This speech closed with some remarks eulogistic of President Garfield, which were received with great applause. After the announcement from the chair of the committee for nominating officers the association attended a complimentary banquet at the opera house, tendered by the citizens and teachers of Atlanta, over 500 invitations to which were issued. The tables were spread with an elegant collation, choice music was furnished, and the social exercises were continued till an early hour in the morning.

"Some essentials in the development of a school system," by Hon. D. F. De Wolf, State commissioner of common schools of Ohio, opened the morning session of the second day. This paper, prepared with great care and ability, urged the necessity and advantage of adding moral and aesthetic instruction to that usually given in the public schools. The work of education, he said, is no longer confined to the teaching of the three R's. It embraces the awakening of ideas relating to success in life. The state is not interested alone in the intelligence of the individual, but much more in his relations to success in his special calling. Society is interested in the thrift of each individual, and demands not only the development of knowledge and skill, but that the virtues which are essential to the comfortable conditions of life be inculcated in the schools, such as self denial, prudence, and temperance, and a high regard for art, music, literature, &c. Men stand aghast at the prophetic rumblings of an unreasoning and relentless communism, and well they may. In a more thorough study of this problem of public education and higher thoughts concerning it than have ever prevailed lies our only safeguard. There must be fullgrown men or women to conduct the public school system instead of undeveloped boys and girls or martinet trained only in the narrow experiences of school

room life. The chief essential to the employment of talent and ability is such a warm social interest as will direct the best and most cultured minds to assume and maintain an interest in the work. Hence the coming system demands such a social position for the teacher as will render the highest culture available in the schools. So long as teachers are taken largely from classes whose narrow means force them to adopt teaching for a living, and are then denied social recognition, they should not be criticised for their shortcomings in the formation of character. Next came a paper by Prof. N. A. Calkins, assistant superintendent of the city of New York, on "The teacher's work in the development of mental and moral power." He asked whether, when the teacher receives the pupil from the hand of nature and leads him into the school room, he takes up the work at the point where nature left it and conducts the youth onward in the same royal road? Knowledge of the being to be taught as well as of the subjects and methods of instruction is indispensable to success in the development of power. Then, given a skilful teacher, with faithful labor and patient waiting, success will crown the work. Hon. M. A. Newell, State superintendent of public schools of Maryland, next read a paper on the proposed "Revision of the common school curriculum," in which he suggested (1) the addition of new subjects of instruction; (2) a new apportionment of the old studies with regard to the time devoted to them; (3) a rearrangement of studies in the order of time. Children should be taught morals, their duties to one other, the virtues of honesty, truthfulness, and purity; also, a few homely lessons in the laws of health. The revision, however, will be incomplete till there be added some form of manual industry.

The evening session opened with a paper on "The necessity for spelling reform," by T. R. Vickroy, of St. Louis, Mo., in which the historical claims of the current orthography were discussed and the hindrance it forms to the acquisition of useful knowledge by public school pupils was demonstrated by a reference to the meagre results of public instruction in England and this country compared with the outlay made. A valuable paper was then read by Hon. J. P. Wickersham, long State superintendent of public instruction of Pennsylvania, on "The leading characteristics of American systems of education," which, he said, as they exist here, may be regarded as indigenous, there being nothing in the Old World from which they could have been copied. The peculiar features of the American school systems generally are that the schools are open to all children of a proper age, without regard to sex, race, or rank, and largely without regard to color; that they are free and unsectarian; that the National Government has no control; that the several States hold this control, and that even they have not much to do directly with the work of education, the real power resting much nearer the people, in the hands of the township and city governments, so near the people as to touch their homes and hearts. This address was followed by one by President L. C. Dickey, A. M., of Georgia, who spoke in opposition to public schools, free scholarships, and monumental institutions, which produced a lively interruption. Mrs. Louise Pollock, principal of the National Kindergarten and Normal Institute, Washington, D. C., in a brief address, presented the advantages of the Kindergarten teaching in the primary schools and called for the introduction of its methods in the primary departments of public schools.

On report of the nominating committee, G. J. Orr, of Georgia, was elected president for the ensuing year; W. D. Henkle, of Ohio, secretary; and H. S. Tarbell, of Indiana, treasurer.

On the third day, the morning session of the general association was called to order by President Smart, and prayer was offered by Dr. L. L. Rogers, of Tennessee. John B. Peaslee, superintendent of public schools in Cincinnati, then read a paper on "Moral and literary training in the public schools," in which he advocated the study of English literature as a distinct branch in the high schools and wanted classes to begin with the authors of to-day and go back to the older ones, instead of beginning with the early writers and coming down to the present day. He then called attention to some of the errors in our methods of teaching. One is in the amount of time given to arithmetic, which is more than all the other studies combined receive, while little time is given to literature and composition. Another mistake is the pernicious method of teaching history, compelling the pupil to memorize page after page of dates and facts. Still another is crowding into the high school course much that belongs to the colleges and universities. He believed that gems of literature, properly taught in schools, would elevate and make our boys and girls grow up into better and nobler men and women. Dr. A. W. Calhoun, a distinguished oculist of Atlanta, Ga., then read a paper on "The effect of student life upon the eyesight," in which he referred to the fact that it is in the school room that the larger and most important part of the child's life is spent, and that, while the whole energy is bent upon the proper development of the brain, too little attention is given to the importance of a healthy eye, which, while itself is developing, undergoes great changes from the duties it is called on to perform. The near-sighted eye is too long a ball and is absolutely diseased, the extra convexity making its appearance rarely before the fifth or sixth year, which is about the time children begin to go to school. It is



produced by overwork, and the elongation gradually but constantly increases through all the years of school life, even to the twentieth or twenty-fifth year. Nearsightedness in city schools is more frequent than in rural districts, owing to the better surroundings in the country, where there are less strain and more rest. Colored children are remarkably free from nearsightedness. Some instruction as to the kind of glasses to be used, the amount, direction, and color of light to be admitted into the school room, concluded this address. After a spirited discussion of the two papers read on Tuesday and Wednesday, "What shall we teach in our public schools?" and "The proposed revision of the common school curriculum," a communication from the senate inviting the association to seats with that body in the senate chamber was received and read.

In the evening Mrs. Pollock, of Washington, D. C., gave an exhibition of the Kindergarten system and its working, which was much enjoyed; while at De Give's Opera House Prof. Wm. I. Marshall, of Fitchburg, Mass., in an illustrated lecture, gave a description of the great Yellowstone National Park.

On the fourth day the general association listened to a paper by F. Louis Soldan, of St. Louis, on "The century and the school," a long and exceedingly interesting paper, of which only the central thought can be given. The century makes two distinct demands on schools. One is that the school shall be in harmony with the practical aims and spirit of the times; the other, that it shall help to guard those ethical interests which are as old as the human race itself, which alone constitute man a civilized being, and which make uprightness and charity a part of human nature. Hon. Joseph E. Brown, United States Senator from Georgia, was then introduced, and said: "As a citizen of Atlanta and Georgia, I take pleasure in uniting with what has been said by the governor of our State, as well as by our citizens whom you have heard, that you are cordially welcome to our State and city. Many of you come from the Northern and Western States. We are proud to see you here on that account. The time was when we had differences. That time has passed. We are now one people again, and one people we shall remain forever. The cause of our struggle has been forever removed, and there is now no question that will divide the people in the future. I am proud to know that this is so, and I shall do all I can to promote the interests of the whole nation, and especially the cause of education." He then referred to the remarkable age in which we live, especially in the progress of education; and, while he differed in politics from many of his brethren in the North, he said he was grateful for the educational doctrines they held, enunciated, and applied. He then spoke of the peculiar troubles of the South in this direction, saying that at the close of the war 4,000,000 people had been changed from slaves to freemen and that it is the interest, wish, and duty of the southern people to make them as good citizens as they can. But they had lost the value of them, \$2,000,000,000. Two armies were supported on their territory. They were left poor, and must have aid. The Senate was a unit on this view of their need, and the outlook was hopeful. He sat down amid great applause, and a vote of thanks was tendered him for his address.

Mr. Bicknell, chairman of the committee on resolutions, reported a preamble and two resolutions in reference to national aid, which were unanimously adopted. Mr. Bicknell subsequently introduced a resolution heartily commending the arrangement to include in the proposed cotton exhibition at Atlanta a representation of education, and pledged the coöperation of the association, which was adopted with much enthusiasm. Mr. William T. Harris, of St. Louis, then read a paper giving an account of his visit to Brussels last August as the representative of the association at the International Educational Congress; and a committee was appointed to prepare the way for a representation of education at the proposed International Exposition at Boston in 1885. John D. Philbrick, Massachusetts; John Eaton, Washington; J. P. Wickersham, Pennsylvania; H. S. Thompson, South Carolina; A. J. Rickoff, Ohio; T. W. Bicknell, Massachusetts, and J. H. Smart, of Indiana, constitute the committee. The committee on resolutions reported a series of resolutions on wider reading of educational literature, on the need of universal education as vital to our institutions, on the necessity for normal schools to train teachers for the common schools, on the satisfaction with which the progress of free school training in the South was witnessed, on the amount of good done by the National Bureau of Education in disseminating valuable educational information, and deploring the mortal assault upon President Garfield.

Then, after a few remarks from the president elect, Dr. Orr, the association adjourned to meet next year at Saratoga.—(Journal of Education.)

#### DEPARTMENT OF HIGHER EDUCATION.

On the afternoon of the second day, the department of higher education met, and President Lemuel Moss, of Indiana, being in the chair, opened the meeting with an address, the leading thought of which was that all questions of human interest are, at bottom, questions of philosophy, and that no competent and honest teacher in this day and nation can be otherwise than serious and anxious concerning the philosophical con-

ceptions which are to dominate and direct the thought and life of the people. President I. W. Andrews, of Marietta College, Ohio, followed with a paper on "The study of political science in colleges." Among the principal reasons given for this study was this, that the student would there lay the foundation of this knowledge without partisan bias. Dr. H. H. Tucker, of Atlanta, was then introduced and read an entertaining paper on "The advancement of the higher education," opening with the statement that prominent and influential men are not usually looked for among teachers and stating that the profession, even in its higher departments, involves elements which are apt to belittle the mind and character. Its sphere of thought is narrow. A teacher's life is almost necessarily monastic. His business shuts him out of the world. A recluse never becomes great. Not having means to travel, he becomes provincial in habits of thought. Repeated stooping to inferior minds lowers his stature. Teachers should hold a higher rank, and be worthy of it. The style of this production was unique, its delivery producing a high degree of enthusiasm.

#### DEPARTMENT OF NORMAL SCHOOLS.

At 3 P. M. of the third day the department of normal schools, Jerome Allen, of Genesee, N. Y., president, proceeded to elect as its officers for the ensuing year C. C. Rounds, of Maine, president; T. C. H. Vance, of Kentucky, vice president; and Jerome Allen, of New York, secretary. After a short address from the president on the "Necessity of a normal school in a public system of instruction," Prof. J. C. Gilchrist, president of the Iowa State Normal School, read a paper on "What constitutes a normal school." He said the purpose of a normal school is the preparation of teachers for positions in the school system of the people; it must instruct in the sciences; must teach the science of the mind, the philosophy of education, the systems of instruction for all phases of school room work; must maintain a model or training department; must develop a professional spirit with that of noble manhood and womanhood in all its pupils, uniting to all this true culture in goodness of heart and agreeableness of manners. He would have the normal school point out the sources of all moral knowledge, and would bring to bear on every pupil a moral power by which habits of the purest virtue will be inculcated, both by conscious and unconscious tuition. Mr. Vance, of Lexington, Ky., following with a paper on "The best normal training for country teachers," severely criticised normal schools. Mr. DeWolf, State school commissioner of Ohio, to some extent agreed with him. Commissioner Orr, of Georgia, said that he was older than many present, but was young in this matter. The Atlanta University for colored pupils was the only college in Georgia that professed to be a normal school. The teachers turned out from normal schools are said to be far superior to any others, and he felt very deeply the importance of having in the State a normal school for the white and one for the colored teachers.

#### THE DEPARTMENT OF ELEMENTARY SCHOOLS

met on the first day, with Hon. John M. Bloss in the chair as president. A carefully prepared paper on "The philosophy of illustration" was read by Ex-State Commissioner J. J. Burns, of Ohio, and followed by another on "The education of the sensibilities," by Superintendent John W. Dowd, of Toledo, Ohio, in which he said that schools cannot give too much intellectual power, but they may give too little of refined sensibility. School life touches character at every point. You can no more teach school without teaching morality than a mason can lay brick into a grand imposing structure without the aid of mortar.

The department, on report of its nominating committee, elected Superintendents J. M. Bloss, of Indiana, A. L. Rogers, of Louisiana, and J. J. Burns, of Ohio, as president, vice president, and secretary for the ensuing year.

#### DEPARTMENT OF INDUSTRIAL EDUCATION.

On Friday morning the department of industrial education was called to order by President E. E. White, of Indiana. The first business transacted was the election of C. O. Thompson, of Worcester, Mass., as president for the ensuing year; Henry H. Fick, of Cincinnati, Ohio, vice president; and S. R. Thompson, of Lincoln, Nebr., secretary; and a vote of thanks to the retiring president. President White read a short address on the general objects of industrial education, which was a brief statement of the principles advocated in his address on "Technical education in public schools," given last year at Chautauqua. The secretary, S. R. Thompson, in his report, gave the names of the industrial schools established during the year, of new departments in schools already established, new and improved facilities for teaching manual arts in schools for deaf-mutes and the blind, as well as in reform schools, and the general drift of public opinion in regard to industrial training. Resolutions requesting the United States Commissioner of Education to publish certain documents on this subject and requesting the secretary to continue his investigations were adopted; an excellent address, by Prof. L. S. Thompson, of Purdue University, on "The decay of apprentice-



ship—its causes and remedies," was then delivered, followed by an exhibition of some specimens of the work done by the students, illustrative of the course of study, especially in drawing, after which the department adjourned.

#### ANNUAL MEETING OF THE DEPARTMENT OF SUPERINTENDENCE.

This body, made up of State and city superintendents and other educational officers from all parts of the country, held its annual meeting in the hall of the Cooper Union, New York, from Tuesday to Thursday, February 8-10, 1881. The attendance was large and the programme well sustained. The address of welcome was by Stephen A. Walker, president of the New York board of education. He referred to the educational character of the Cooper Institute and to the hall as "the cellar of oratory." William T. Harris, LL. D., of St. Louis, then delivered an address on "The present aspect of public education in America and Europe."

Wednesday morning the meeting opened in the hall of the Young Men's Christian Association, with a paper on "The unification of school statistics," by Andrew McMillan, of Utica, N. Y., followed by addresses on "Weak places in our systems of public education," by Hon. J. P. Wickersham and Hon. B. G. Northrop; "The conservation of pedagogic energy," by Charles O. Thompson, of Worcester, Mass.; and "Our schools and our forests," by Dr. F. B. Hough, of the Agricultural Department, Washington. Thursday's session began with a paper by Mrs. Mary H. Hunt, of Brooklyn, N. Y., urging the introduction of scientific temperance teaching in schools and colleges, at the close of which Hon. John Eaton, Commissioner of Education, read a paper on "Museums illustrative of education." He was followed by Mrs. Walworth, a school commissioner of Saratoga, N. Y., who pressed the inquiry whether something could not be done by way of teaching a few of the elementary principles of morality in the schools, which gave rise to a long and inconclusive discussion. J. W. Patterson, State superintendent of New Hampshire, then read a paper on "National aid to education," the discussion of which finished the programme; and after the usual vote of thanks the meeting adjourned.—(*Journal of Education*.)

#### NATIONAL COUNCIL OF EDUCATION.

A council of education was created by the National Educational Association at its nineteenth annual meeting at Chautauqua in July, 1880. The membership consists of 51 persons who must belong to the parent association and be clearly identified with educational work. Three members were elected by each of the five departments, the elementary, higher, superintendents', normal, and industrial; 12 were elected by the directors of the association, and 24 others by the 27 thus elected. After the first year each of the departments is to elect 1 member biennially, the directors 2 annually, and the council 4 annually, the term of service being 6 years.

This organization was seen to be necessary from the fact that the annual sessions of the National Educational Association were too short to allow of any final decision on many important questions presented. It was also considered that the work of the association would be greatly facilitated if subjects were brought before it in the matured form which the deliberations of a committee would give them. Committees representing the several departments of education are to be appointed by the council, and may be called on at any time for the consideration of educational questions and the expression of opinion, and each member must engage to serve on the committee to which he may be appointed. The regular annual meeting of the council is to be held two days before that of the association and at the same place. An annual report must be made by the council to the association, setting forth the questions considered during the year and the conclusions arrived at and embodying a survey of such topics as seem to call for action on the part of the association.

The meeting of 1881 was held at Atlanta, July 19-21. After the arrangement by lot of the official terms of a portion of the members first elected and the transaction of other business, the reports of committees were submitted. Mr. E. E. White presented that on "Industrial education;" Mr. J. W. Wickersham, one on "Superintendency;" Mr. W. T. Harris, one on "Pedagogy in universities," and Mr. Eaton, one on "Hygiene." It was agreed that all titles be omitted in reporting the minutes of the meetings of the council. The officers elected for the ensuing year were: T. W. Bicknell, president; James P. Wickersham, vice president; E. E. White, secretary; and Messrs. D. C. Gilman, W. H. Ruffner, John Hancock, and J. L. Pickard, executive committee.—(*Journal of Education*.)

#### NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

This association, which holds two sessions during each year, met May 27 and again October 28, 1881, in Boston.

The first session was in many respects a notable gathering, both as to number of mem-



bers present and the interest and order of business. Only one general subject was before the convention, namely, "Resolved, that superintendents, unbiassed by personal considerations or political and social influences, should recommend the dismissal of incompetent teachers and the election of competent teachers only." This was divided by the executive committee into a number of subheads and assigned to various speakers. Secretary Dickinson answered the question "What constitutes a good teacher?" Dr. Philbrick, "How shall we get good teachers?" Superintendent Tash, of Portland, "How shall we keep good teachers?" Superintendent Aldrich, of Canton, "How shall we help teachers in their schools?" Superintendents Lambert, of Malden, and Parish, of New Haven, "Should teachers disabled from age and long service be retained?" Superintendent Marble, "How shall we get rid of the incompetent teacher?" and Superintendents Allard and Edgerly, "What shall we do when teachers are retained by political and social influence?" The general question being then before the meeting it was discussed by the superintendents named and a number of others, and was finally laid on the table, it being decided that in theory there could be no question as to a superintendent's duty in the matter.

At the subsequent session 31 members were present, Hon. T. B. Stockwell, of Rhode Island, in the chair. The first business was the report of a committee on Barnard's American Journal of Education, Mr. Bicknell chairman. Superintendents were solicited to aid in placing 100 sets of this work in the public and teachers' libraries of New England, and the responses from all present indicated a deep interest in the subject and willingness to assist. As on the previous session, the topics before the meeting were first discussed by members to whom they had been assigned and then by the association at large. Superintendent J. T. Prince answered the question "What is the best method of developing the intellectual faculties?" Superintendent Brown, the kindred one, "What are the means to secure the best mental discipline?" Superintendent J. Osgood treated of moral discipline; Superintendent G. C. Fisher, of physical development; and Superintendent Cogswell, of teaching and discipline. The last gave a résumé of the methods applied in Cambridge to ascertain the character of teaching and discipline. These included personal inspection, written examinations, and written reports from members of examining committees, the coöperation of the committees being thus secured in the removal of incompetent teachers. Superintendent Parker suggested that, prior to the application of the tests, teachers be given an opportunity to teach according to their judgment. He said that they were often given work beyond the power of the children and of themselves. Supervisor Littlefield, of Boston, thought that to only ask teachers to do what they think they can would make district schools of all graded schools. He said a superintendent of schools is as necessary as an overseer of a mill or of slaves. He questioned the utility of discussing these and similar topics, and of all such investigations. He feared they might lead to general doubt of all educational truths (such doubts having been a result of investigation in the religious world), and besides, in his opinion, there is no educational science or system of principles. These remarks led to an animated discussion, in which many members joined, and after the election of officers for the ensuing year the meeting adjourned.—(*Journal of Education.*)

#### AMERICAN INSTITUTE OF INSTRUCTION.

The fifty-second annual meeting of the American Institute of Instruction was held at St. Albans, Vermont, July 5-8, 1881, the president, William A. Mowry, of Providence, R. I., in the chair.

The editor of the *Journal of Education* describes this meeting as eminently an educational success. The news of President Garfield's assassination came just in time to arrest the great throng that would have welcomed him to the first reception of a President by an educational association in Northern New England. But the higher teachers came in large numbers, probably a full thousand. The audience room of the Congregational Church was crowded to its utmost capacity, and the interest seemed to increase up to the culminating point, in the great out-door meeting in the public park and the closing reception at the home of Hon. Worthington Smith, on Friday evening.

The institute opened on Tuesday evening with an interesting and scholarly address from M. H. Buckham, president of the University of Vermont, on "The choice and use of books," after which several entertaining readings were given by Prof. S. S. Bloch, of Boston.

The second day was given to a consideration of national aspects of education in the broadest sense. The address of welcome by Governor Farnham, of Vermont, an excellent practical talk, was followed by the president's annual address. This commenced by saying that true education is wider than the schools, deeper than the curriculum of studies, and higher than childhood and youth, including, as it does, the school, the college, the trades, industries, and professions. He thought that arithmetic received too

much attention in the common schools; that more time should be given to language and its study; and that the high school curriculum should embrace more political studies, including the balance of power between the State and the nation and the duties of American citizens. Superintendent J. W. Patterson, of New Hampshire, gave an address on "Political education," in which various good reasons were given for making the study of politics universal. In the afternoon the audience listened for three hours, without showing signs of weariness, to the glowing word pictures of C. C. Coffin, of Boston, who spoke on "The physical geography of our continent," and to the fervid oratory of Dr. J. L. M. Curry, agent of the Peabody education fund, who made a stirring appeal for education in the South. Mr. Coffin's paper gave a most graphic description of the wonderful resources of our country, and showed the mighty influence it must exert in future ages. The address of Dr. Curry was the more valuable from the fact that his connection with the Peabody fund leads him into every part of the South to examine their educational interests and prepare the way for free schools. In the evening Dr. A. D. Mayo gave some of the results of his observations during the year in nine Southern States on the subject of education. On Thursday morning the institute listened to an address from President Greenough, of the Rhode Island Normal School, who outlined his ideal of the true educator. Professor Bloch, whose readings were one of the attractions of the entire session, discoursed on methods of elocutionary instruction; Professor Osburn, of the Salem (Mass.) Normal School, illustrated his method of manufacturing and using apparatus for the teaching of nature knowledge in common schools; Ex-Superintendent Small, of Salem, Mass., presented the moral, social, and æsthetic bearings of popular education in an address on "Jesus Christ, the model teacher;" Mrs. Julia Ward Howe read one of her admirable essay lectures on "The relation of education to our new social life;" and a lecture by Wallace Bruce on Sir Walter Scott closed the educational feature of the meeting. Friday morning was given chiefly to commemorative addresses on departed educators: George B. Emerson, of Massachusetts; David Crosby, of New Hampshire; and Nathan Bishop, of New York. A beautiful tribute was paid to Mr. Emerson by General H. K. Oliver, now the only surviving member of the first board of management of the institute.

A mass meeting in the open air, held in the afternoon, was a fitting close to the public exercises of this occasion. Mrs. Howe addressed the assembly on the grand mission of teachers; President Mowry read a poem composed for the occasion, which was then sung by the congregation; Rev. Charles Van Norden offered prayer, asking God to save the President; Mrs. Howe's "Battle Hymn of the Republic" was sung with great effect; President Mowry delivered an address alluding to President Garfield's intention of being present at the institute, and the sad event which had prevented it; and after other short addresses and the singing of the doxology the institute adjourned.—(Journal of Education.)

#### AMERICAN SOCIAL SCIENCE ASSOCIATION.

The general object of this association is to promote the good of the community by the investigation of various social questions, including education, health, jurisprudence, and social economy. Its annual meeting for 1881 was held at Saratoga, N. Y., September 6-9.

The opening address by the president, Francis Wayland, of the Law School at New Haven, was an able presentation of the defects in our law-making system. At a meeting of the department of education, the chairman, Prof. W. T. Harris, of Concord, Mass., made a masterly extemporaneous address of an hour on education. While recognizing fully the vital importance of moral and religious training in early youth, he thought this should be attended to especially by parents and churches and that school education should be secular. A paper on the education of deaf-mutes was read by Dr. Edward Gallaudet, president of the National Deaf-Mute College. He expressed the opinion that the sign language and lip reading should both be used, some pupils being most benefited by one method and some by the other, but claimed that the sign language had important advantages over articulation in the greater rapidity and certainty with which it can be used. Mr. Charles Dudley Warner read a paper on the American newspaper, which concluded with the opinion that the moral tone of the newspaper is generally higher than that of the community in which it is published. A discussion of the temperance question was one of the most interesting of the session. Hon. P. Emory Aldrich advocated prohibition, presenting a solid and effective array of facts and figures, with the inevitable conclusions to be drawn from them. Dr. Leonard W. Bacon defended license and Hon. F. W. Bird argued for unrestricted traffic. Each presented a written paper, limited to half an hour. Dr. Bacon charged the comparative inefficiency of the license laws largely on prohibitionists, many of whom, he said, desired to have them fail, and were even willing to combine with liquor dealers to effect that end. Mr. Bird attempted to show that both license and prohibitory laws have proved a complete failure, neither

having reduced materially the consumption of liquors, and said that moral suasion is the only effective method of restricting the traffic. Each side was strongly presented, but the sympathy of the audience seemed to be decidedly in favor of prohibition. There was a crowded house to listen to George W. Curtis, of New York, on "Civil service reform." He gave a history of the civil service, showing that the reform he advocated would be simply a return to the principles and practice of early administrations.

The subject of insanity occupied considerable time, and there seemed to be a general agreement that the women in asylums for the insane should be attended by women physicians; also, that patients should have individual treatment as far as possible. Hon. Dorman B. Eaton, in summing up the debate, said that, after all, very little is known yet about insanity or its causes, as to when it really exists, or even what is an accurate and comprehensive definition of it. Mr. F. B. Sanborn expressed the opinion that there are now not less than 100,000 insane people in the country. Dr. Emily Pope, of Boston, read a paper on the women physicians of the country, showing wide and careful research as to their number, circumstances, and success. She thought the number in practice was about 390 or more. Mr. Robert P. Porter, of the Census Bureau, read a paper showing that the present State, county, and municipal debts of the country amounted to about \$1,055,308,000. General John Eaton, United States Commissioner of Education, spoke on education at the South, giving many facts of interest. Rev. S. W. Dike read a paper on "Divorce legislation," and many other topics of interest were presented. The attendance was not large, the house frequently not being more than a quarter filled; but most of the addresses will be printed, and will thus reach the public.—(Congregationalist.)

#### AMERICAN PHILOLOGICAL SOCIETY.

The thirteenth annual meeting of this society began in Cleveland, Ohio, July 12, 1881, with about 30 members in attendance. The papers and discussions of the first day embraced "Homer and Strabo," by Professor Egrihler, of Johns Hopkins University; "Latin words in the Talmud," by Prof. James S. Blackwell, of the University of Missouri; and "The home of the original Semitic people," by Professor Toy, of Harvard. In the evening Prof. Lewis R. Packard, of Yale College, delivered the annual address. On the second day the following papers were read: "History of the 'A' vowel, from old Germanic to modern English," by Dr. W. Weelsey, of the Johns Hopkins University; "Verses of text respecting the precious stones of Scripture," by Professor Blackwell, of the University of Missouri; "Mixture in language," by Prof. W. D. Whitney, of Yale College; "Language of the Isle of Man," by Mr. W. S. Kerruish, of Cleveland; "The use of abstract verbal nouns in Thucydides," by Dr. E. G. Sihler, of New York; "The vowel scheme of Melville Bell," by Prof. Samuel Porter, of the National Deaf-Mute College, Washington.—(Scientific American.)

#### NATIONAL CONFERENCE OF CHARITIES AND CORRECTION.

The eighth national conference of this body was held in Boston July 25-30, 1881, there being present 214 delegates, from 16 States, the District of Columbia, and Canada. The objects aimed at by the society are: (1) to reduce vagrancy and pauperism and ascertain their true causes; (2) to prevent indiscriminate and duplicate giving; (3) to secure the community from imposture; (4) to see that all deserving cases of destitution are properly relieved; (5) to make employment the basis of relief; (6) to elevate the home life, health, and habits of the poor; and (7) to prevent children from growing up as paupers.

The conference met, by invitation of the State authorities, in the representatives' hall of the State House, and was opened by Governor Long, of Massachusetts, in a graceful and felicitous address of welcome. The president of the conference, F. B. Sanborn, esq., of Massachusetts, followed in the customary address, in which he considered "Insanity in its relations to the state." Two days were devoted to questions connected with the work of associated charity societies. A report by Dr. Charles Cadwalader, of Philadelphia, showed the coöperation of societies in 16 cities of the United States and in about 78 cities in Great Britain, reports having been received from 9 European organizations. Robert Treat Paine, jr., president of the society in Boston, gave an account of its workings there, and J. Guilford Smith, esq., secretary of the Buffalo society, gave a history of the work in that city, where, he said, they had virtually put an end to all street begging. Mrs. James T. Fields presented a paper on "The constitution and duties of a district conference," in which she referred to the need of industrial training for the young and the necessity of teaching the poor how to become self supporting. Levi L. Barbour, esq., president of the society in Detroit, followed with a paper on the difference between pauperism and poverty, and the duty of suppressing vagrancy, street begging, and mendicancy; Mr. Seth Low, of the Brooklyn Bureau of Charities, read a paper on



public outdoor relief in the United States; Mr. George A. James, of Boston, gave an account of the "provident wood yard" of that city, an association to provide employment for persons seeking relief; and Mrs. Charles R. Lowell, of the New York State board of charities, read a paper on "The considerations upon a better system of public charities and correction for cities," in which was sketched a carefully considered plan for dividing the charities of every large city into three departments, one for the care of children, one for the care of public dependents, and one for the reduction of crime.

Friday was given to the subject of "Preventive work among children. It was to have been presented by Ex-Governor John J. Bagley, of Michigan, but news of his sudden death reached the conference by telegraph the morning of the day on which he was to speak. His place as chairman for the day was taken by Hon. W. P. Letchworth, of New York, and after a report of local work in this direction in Vermont and Illinois, by Mrs. H. M. Beveridge, of Illinois, Mrs. Elizabeth C. Putnam, of Boston, gave an account of "The work of auxiliary visitors among dependent and delinquent children." These visitors are persons appointed by the State of Massachusetts to visit and care for the minor wards of the State. There are 60 such acting under the authority of the State board of health, lunacy, and charity, who are paid only their travelling expenses. They seek homes for children either in domestic work or by adoption, visit the family of the child and that to whose care it is proposed to confide him or her, keep constantly informed about the circumstances of the child, and report to the board. Mrs. Susan I. Lesley followed in a paper on "Foundlings," and much other interesting matter was presented on the subject of insanity, imbecility, immigration, crime, penalties, hospitals, asylums, and other topics, which may be found in the official report of the conference. After resolutions of sympathy with President and Mrs. Garfield, the conference adjourned to meet the following year in Madison, Wis.—(Monthly Register, Philadelphia.)

#### CHAUTAUQUA TEACHERS' RETREAT.

This department of the Chautauqua movement proposes to benefit teachers by combining recreation and conversation on the philosophy of education and the methods by which it may be promoted. Some of the foremost educators of the country are interested in the movement, and a large number of teachers from various parts of the Union received certificates of attendance during the two weeks term of 1880 and of 1879.

The retreat for 1881 was advertised to open July 19 and close August 2. Among the topics on the programme appear psychology and pedagogy, geography, Kindergärten, industrial education, the tonic sol-fa system, elocution, gymnastics, clay modelling, English grammar and literature, and phonography. No further report of the session has been received.—(Teachers' Guide.)

#### AMERICAN MISSIONARY ASSOCIATION.

A conference of the officers and workers of this association, which deals largely with education of Indians and freedmen, was held at Fisk University, Nashville, Tenn., December 26–27, 1881, to consider the educational work of the association in the South, with a view to its unity and efficiency. Many of the teachers present had been long in the service, thus bringing to the discussion the qualifications of experience and observation in regard to the educational aptitudes of the colored race. It was considered necessary to provide for them more and better theological instruction; and to this end the association was asked to establish a theological seminary farther south, in addition to the department of Howard University, and to sustain the efficiency of the departments at Talladega College, Alabama, and Straight University, New Orleans, La. The review of the industrial departments was satisfactory. The farms at Tougaloo, Miss., and Talladega, Ala., furnish labor for the boys, and the boarding departments there, as also at Atlanta and Fisk Universities, give employment to the girls. These industrial departments do not pay pecuniarily, but they pay in healthy mental and moral stamina and in preparation for practical pursuits. Much time was given to the discussion of normal and preparatory schools and their relations to higher institutions. The most effective work for the colored race, it was felt, is in the normal and preparatory schools, where the wants of the masses are met and the foundations laid for more advanced study. The results of the conference in this respect are expected to be greater unity and efficiency in object lesson teaching, normal training, and practical business education, as well as in giving more thorough preparation to those who may enter the colleges. The meeting also furnished opportunity for a better acquaintance among officers and teachers of the association and for a more extended knowledge of the various interests in its care. A significant and encouraging fact was the presence of Dr. J. B. Lindsley, secretary of the State board of education of Tennessee, and of State Superintendent Doak, both of whom expressed in the strongest terms their appreciation of the work the association was doing in the South.—(American Missionary.)

## AMERICAN MEDICAL ASSOCIATION.

The thirty-second annual session of this association was held in Richmond, Va., May 3, 1881. The subjects under discussion related mainly to medical practice and not to the elevation of standards in medical colleges or other educational topics. The question of admitting homœopathic students to the courses at regular schools, which has been a burning one for several years, after an animated and eloquent debate, was finally disposed of by a compromise. The homœopath is to be allowed an education, but not a diploma. Dr. J. J. Woodward, Assistant Surgeon-General, Washington, D. C., was chosen president of the association for 1881-'82.

## AMERICAN INSTITUTE OF CHRISTIAN PHILOSOPHY.

This association, starting in 1881, grew from a similar one, the Victoria Institute, in England, whose object is the creation and distribution of literature illustrating the relations between science and religion. As many of its ablest papers were from this side of the Atlantic, it occurred to some of the Christian scholars of America that a similar organization should be attempted in this country.

The attempt was experimental, but largely successful. Rev. Dr. Deems, pastor of the Church of the Strangers, in New York, who had for years been a member of the British Institute, and Rev. Amory H. Bradford, pastor of the Congregational Church of Mont Clair, N. J., made an effort to ascertain whether 10 gentlemen could be found who would deliver a course of lectures in the line of the relations of science and religion. The response was such that a syllabus was made out. William O. McDowell, esq., engaged to build a hall to be used for these lectures on a beautiful property of his called Warwick Woodlands, on the west side of Greenwood Lake, at a railroad terminus 40 miles from New York City; and having secured an encamping hotel he offered to pay the fees and expenses of the lecturers. The course was opened July 12, 1881, with a lecture by Dr. Deems on "The cry of conflict," followed on the 13th by one from President Porter, of Yale College, on "What we mean by Christian philosophy;" on Thursday, the 14th, by Prof. Borden P. Bowne, of Boston University, on "Some difficulties of modern materialism;" on Friday, 15th, by Prof. Stephen Alexander, of Princeton, on the "Origin and primitive state of man;" on Saturday, 16th, by Prof. C. A. Young, of Princeton, on "Astronomical facts for philosophical thinkers." On Sunday a large gathering listened to a sermon from Rev. A. H. Bradford, of Mont Clair, N. J. On Monday, 18th, the course was resumed with a lecture by Prof. Alexander Winchell, of the University of Michigan, on "The philosophical consequences of evolution," followed on Tuesday, 19th, by Rev. Lyman Abbott, D. D., of New York City, on the "Foundations of Christian belief;" on Wednesday, 20th, by Rev. J. H. McIlvaine, of Newark, N. J., on "Science and revelation;" Thursday, 21st, by Prof. B. N. Martin, of the University of New York, on "Recent physical theories in their bearing on teleology;" and lastly, Friday, 22d, by President John Bascom, of the University of Wisconsin, on "The gains and losses of faith by science."

On the 21st of July, while this course was in process, a meeting was held in the hall of philosophy, when the American Institute of Christian Philosophy was organized, a prospectus issued, and Rev. Charles F. Deems, D. D., LL. D., was elected provisional president, Rev. Amory H. Bradford, provisional secretary, and William O. McDowell, provisional treasurer. The first monthly meeting was held at Warwick Woodlands, August 28, 1881, and the following gentlemen were elected vice presidents: John Bascom, LL. D., of Wisconsin; Hon. Kemp P. Battle, LL. D., of North Carolina; Rev. Bishop Charles Edward Cheney, of Illinois; and General G. W. Custis Lee, of Virginia. It was ordered that the future monthly meetings be held in the parlors of the Church of the Strangers, where the second and third monthly meetings were held, at the last of which the committee on by laws reported a system of laws, which was adopted.—(Christian Philosophy Quarterly, 1881.)

## AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The thirtieth annual meeting of this association met in Cincinnati August 17, 1881. Prof. G. J. Brush, of the Yale Scientific School, in the chair. The venerable retiring president, Hon. Lewis H. Morgan, absent on account of sickness, took leave of the society in a touching letter. The meeting was a most important one, whether viewed in reference to the numbers in attendance, the high standing of the members in their various specialties, or the bearing upon science and real life of the subjects discussed. The topics presented before the several sections were too numerous for special mention here; among them were the following, arranged according to a new schedule adopted at this

meeting: In the section of mathematics and astronomy, "Method of determining the solar parallax from meridian observations of Mars at opposition," by J. R. Eastman, of Washington, D. C.; "Wave lengths of the principal lines of the solar spectrum," by T. C. Mendenhall, of Columbus, Ohio, and a report from a committee of eminent astronomers on new standards of stellar magnitudes; in the section of physics, "Electricity, magnetism, gravitation, considered as manifestations of one force," by S. S. Parsons, Lodi, Ohio; in the section of chemistry in its application to agriculture and the arts, "Coal dust as an element of danger in mining," by H. C. Hovey, of New Haven, Conn.; "Amylose," "Mixed sugars," and the "Composition and quality of American wines" received attention, as well as "The development of sugar in maize and sorghum," the writers on the last two being Henry B. Parsons and Peter Collier, both of Washington, D. C.; in the section of mechanical science, "Suggestions for improvement in the manufacture of glass and new methods for the construction of large telescopic lenses" was presented by G. W. Holley, of Niagara Falls, New York; in the section of geology and geography, came "On the cause of the arid climate of the western portion of the United States" and "The excavation of the grand cañon of the Colorado River," both by Capt. C. E. Dutton, of Washington, D. C., and also "A short study of the features of the region of the lower Great Lakes during the great river age; or, Notes on the origin of the Great Lakes of North America," by J. W. Spencer, of Windsor, Nova Scotia, and "Evidence from the drift of Ohio, Indiana, and Illinois, in support of the preglacial origin of the basins of Lakes Erie and Ontario," by E. W. Claypole, of Yellow Springs, Ohio; in the section of biology, "A contribution to the study of the bacterial organisms commonly found upon exposed mucous surfaces and in the alimentary canal of healthy individuals;" in the section of anthropology, a lengthy and learned paper on "The gesture speech of man," by Col. Garrick Mallery, U. S. A., with another on "A lawgiver of the stone age," by Horatio Hale, of Clinton, Canada, descriptive of the formation by Hiawatha of the great league of the Six Indian Nations of New York.

Before the close of the session, action was taken, with considerable decision, on the practice which it was ascertained was growing up of conferring the degrees of doctor of philosophy and doctor of science honoris causa, instead of as an earned reward for scientific work and high attainments in philosophic study. The revelations made, in the discussion on this point, of the lavish way in which degrees are given went far to show the need of repressive action in other directions than the two specifically referred to.—(Proceedings of the thirtieth meeting, 1881.)



---

# APPENDIX.

## STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

---

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories, showing &c.; from replies to inquiries by the*

States and Territories.		Report for the year —	SCHOOL YEAR.		SCHOOL POPULATION.	
			Begins—	Ends—	Between what ages.	Total number between said ages.
1		2	3	4	5	6
1	Alabama .....	1881	Oct. 1	Sept. 30	7-21	a422, 739
2	Arkansas .....	1880-'81	July 1	June 30	6-21	b272, 841
3	California .....	1880-'81	July 1	June 30	5-17	211, 237
4	Colorado .....	1881	Sept. 1	Aug. 31	6-21	40, 804
5	Connecticut .....	1881	Sept. 1	Aug. 31	4-16	143, 745
6	Delaware .....	1880-'81	Dec. 1	Nov. 30	6-21	37, 285
7	Florida .....	1879-'80	Oct. 1	Sept. 30	4-21	88, 677
8	Georgia .....	1881	Jan. 1	Dec. 31	6-18	a401, 016
9	Illinois .....	1880-'81	July 1	June 30	6-21	1, 002, 222
10	Indiana .....	1880-'81	Sept. 1	Aug. 31	6-21	714, 343
11	Iowa .....	1881	Sept. 15	Sept. 15	5-21	594, 730
12	Kansas .....	1881	Aug. 1	July 31	5-21	348, 179
13	Kentucky .....	1880-'81	July 1	June 30	f6-20	553, 638
14	Louisiana .....	1881	Jan. 1	Dec. 31	6-18	a271, 414
15	Maine .....	1880-'81	Apr. 1	Apr. 1	4-21	213, 927
16	Maryland .....	1880-'81	Sept. 1	July 31	5-20	a319, 201
17	Massachusetts .....	1880-'81	May —	Apr. —	5-15	312, 680
18	Michigan .....	1881	Sept. 6	Sept. 5	5-20	518, 294
19	Minnesota .....	1881	Sept. 1	Aug. 31	5-21	300, 923
20	Mississippi .....	1881	Jan. 1	Dec. 31	5-21	419, 963
21	Missouri .....	1879-'80	Apr. —	Apr. —	6-20	723, 484
22	Nebraska .....	1881	Apr. 1	Apr. 1	5-21	152, 824
23	Nevada .....	1881	Sept. 1	Aug. 31	6-18	10, 533
24	New Hampshire .....	1881	.....	.....	5-15	a60, 899
25	New Jersey .....	1881	Sept. 1	Aug. 31	5-18	335, 631
26	New York .....	1880-'81	Oct. 1	Sept. 30	5-21	1, 662, 122
27	North Carolina .....	1880-'81	Dec. 1	Nov. 30	6-21	468, 072
28	Ohio .....	1881	Sept. 1	Aug. 31	6-21	1, 063, 337
29	Oregon .....	1880-'81	Mar. —	Mar. —	1-20	61, 641
30	Pennsylvania .....	1881	June —	.....	6-21	a1, 422, 377
31	Rhode Island .....	1880-'81	May 1	Apr. 30	j5-15	53, 077
32	South Carolina .....	1881	Nov. 1	.....	6-16	a262, 279
33	Tennessee .....	1881	July 1	June 30	6-21	545, 875
34	Texas .....	1879-'80	Sept. 1	Aug. 31	8-14	230, 527
35	Vermont .....	1880-'81	Apr. 1	Mar. 31	5-20	a99, 463
36	Virginia .....	1881	Aug. 1	July 31	5-21	556, 665
37	West Virginia .....	1881	Sept. 1	Aug. 31	6-21	213, 191
38	Wisconsin .....	1881	Sept. 1	Aug. 31	4-20	491, 358
39	Arizona .....	1881	Jan. 1	Dec. 31	6-21	a9, 571
40	Dakota .....	1881	Apr. 1	Mar. 31	5-21	b88, 815
41	District of Columbia .....	1880-'81	July 1	June 30	j6-17	a43, 558
42	Idaho .....	1881	Sept. 1	Aug. 31	5-21	7, 520
43	Montana .....	1881	Sept. 1	Aug. 31	4-21	9, 395
44	New Mexico .....	1880	.....	.....	7-18	a20, 255
45	Utah .....	1881	July 1	June 30	6-18	42, 353
46	Washington .....	1881	Sept. 1	Aug. 31	4-21	23, 899
47	Wyoming .....	1880	.....	.....	7-21	a4, 112
48	Indian:					
	Cherokees .....	1881	.....	.....	.....	3, 715
	Chickasaws .....	1881	.....	.....	.....	900
	Choctaws .....	1881	.....	.....	.....	2, 600
	Creeks .....	1881	.....	.....	.....	1, 700
	Seminoles .....	1881	.....	.....	.....	400

a United States census of 1880.

b Several counties made no report of sex.

c Number under 5 years of age.

d Estimated.

e For the winter term.

f For colored population the school age is from 6 to 16.

g For white schools only.

*the school population, enrolment, attendance, duration of schools, number and pay of teachers, United States Bureau of Education.*

SCHOOL POPULATION.					PUBLIC SCHOOLS.		
SEX.		Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number of pupils enrolled during school year.	Average monthly enrolment.	Average daily attendance.
Male.	Female.						
7	8	9	10	11	12	13	14
6136, 799	6125, 407				176, 289		115, 316
106, 588	104, 669	c88, 068			98, 744		
20, 886	19, 918		9, 186	31, 618	163, 855	114, 486	105, 541
		d24, 000		d119, 745	26, 000		14, 649
					119, 381		e76, 028
					29, 122		
					39, 315		27, 046
	493, 524				244, 197		149, 908
366, 840	347, 503				701, 627		425, 858
303, 239	291, 491	d74, 341	d139, 763	d380, 626	503, 855		306, 301
178, 170	170, 009				431, 513		254, 088
					249, 034		139, 776
					g238, 440		g149, 226
					62, 370		h45, 626
					150, 067		99, 500
					158, 909		79, 739
					325, 239		i233, 108
152, 713	148, 210				371, 743		d219, 328
					177, 278		79, 901
					237, 288	194, 568	160, 064
79, 645	73, 179				476, 376		d219, 132
5, 198	5, 335				100, 776		65, 504
					8, 329		5, 406
					63, 235		43, 943
166, 137	169, 494				203, 542	119, 437	110, 052
					1, 021, 282		559, 399
240, 486	227, 586				240, 716		142, 820
543, 943	519, 343		252, 084	811, 253	744, 758	577, 751	468, 141
32, 900	28, 081				34, 498		25, 196
					931, 749		599, 057
26, 849	26, 228				k44, 920	k32, 597	k28, 836
					133, 458		
282, 046	263, 829			a262, 279	283, 468		180, 509
					186, 786		
					74, 646		49, 700
282, 902	273, 763	49, 722	122, 343	384, 600	239, 046	180, 520	134, 487
111, 798	101, 393		48, 817	164, 374	145, 203		91, 266
247, 670	243, 688				300, 122		190, 878
					3, 844		h2, 847
b19, 298	b17, 272				25, 451		
a20, 998	a22, 560	0	a2, 904	a40, 654	27, 299	22, 061	20, 730
3, 927	3, 593				6, 080		4, 127
5, 143	4, 752	2, 752			5, 112		2, 800
					a4, 755		a3, 150
21, 616	20, 737				26, 772		18, 682
					14, 754		m11, 275
					a2, 907		a1, 920
					3, 048		1, 792
					650		270
					1, 460		1, 260
					799		
					226		174

h In 1880.

i Average attendance.

j Inclusive.

k Includes evening school reports.

l This report is only approximately correct, many counties omitting to make their returns to the territorial superintendent.

m In 1879.



TABLE I.—PART 1.—Statistics of the school systems of the States and Territories, show

States and Territories.	PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.			
	Number of school rooms exclusive of those used only for recitation.	Number of school rooms used exclusively for recitation.	Average duration of school in days.	Schools corresponding to public schools below high schools.		Schools corresponding to public high schools.	
				Pupils.		Pupils.	
				Male.	Female.	Male.	Female.
1	15	16	17	18	19	20	21
1 Alabama .....			80				
2 Arkansas .....							
3 California .....			115		(cd14, 953)		
4 Colorado .....			e89				
5 Connecticut .....	2, 637		180		(12, 500)		
6 Delaware .....	cg512	cg150	g153				
7 Florida .....							
8 Georgia .....					(d43, 374)		
9 Illinois .....			149		(59, 902)		
10 Indiana .....			135		(13, 814)		
11 Iowa .....	13, 052		148		(15, 098)		
12 Kansas .....	(6, 518)		117				
13 Kentucky .....			c102				
14 Louisiana .....			100				
15 Maine .....			118				
16 Maryland .....							
17 Massachusetts .....			178		(25, 911)		
18 Michigan .....			154		(19, 788)		
19 Minnesota .....			100				
20 Mississippi .....			178				
21 Missouri .....	e9, 000		e100				
22 Nebraska .....	3, 128	40	110				
23 Nevada .....			140. 4		(868)		
24 New Hampshire .....	2, 657		97. 15		(3, 562)		
25 New Jersey .....	3, 495	66	190	20, 121	22, 270	612	653
26 New York .....			178		(o145, 367)		
27 North Carolina .....			p48				
28 Ohio .....	16, 381		155	(p35, 805)		(r1, 711)	
29 Oregon .....			86		(d4, 823)		
30 Pennsylvania .....			146. 96		(e26, 710)		
31 Rhode Island .....	830	79	186		(u6, 717)		
32 South Carolina .....			73. 33			1, 516	1, 217
33 Tennessee .....			70		(d35, 054)		
34 Texas .....			1073				
35 Vermont .....			124				
36 Virginia .....			117. 5	c10, 291	c10, 906	c1, 772	c2, 723
37 West Virginia .....			99				
38 Wisconsin .....			175. 6	(24, 624)		(1, 628)	
39 Arizona .....	c101		c109				
40 Dakota .....							
41 District of Columbia .....	382	13	190		(cf5, 000)		
42 Idaho .....			150				
43 Montana .....	169	3	110			(305)	
44 New Mexico .....							
45 Utah .....			140				
46 Washington .....	e400	0	e100				
47 Wyoming .....							
48 Indian:							
Cherokees .....			180				
Chickasaws .....			180				
Choctaws .....			200				
Creeks .....			180				
Seminoles .....			180				

a For white teachers; for colored teachers the average salary is \$23.15.

b Average salary of male teachers of the first grade is \$47.42; of female teachers, \$40.90; in the second grade the salaries are \$38.58 and \$34.76, respectively; in the third grade, \$31.64 and \$29.15, respectively.

c In 1880.

d In private schools of all grades.

e In 1879.

f Estimated.

g For white schools only.

h Includes 56 colored teachers; sex not reported.  
i The average monthly salary for colored teachers is \$22.

j In 1878.

k For white schools in the counties; the average for teachers in graded schools for whites in the cities is \$71.25; in public high schools, \$88.97.

l In the country; 138 in cities.

m In graded schools the average salary of men was \$87; of women, \$40.

n In schools corresponding to public high schools only.

ing the school population, enrolment, attendance, duration of schools, &c.—Continued.

SCHOOLS OTHER THAN PUBLIC.		Whole number of teachers employed in public schools during the year.			Number of teachers necessary to supply the public schools.	Average salary of teachers per month in public schools.									
Teachers in said schools in all grades.															
Teachers.															
Male.	Female.	Male.	Female.	Total.		Male.	Female.								
22	23	24	25	26	27	28	29								
-----	-----	3,042	1,656	4,698	-----	(a\$22 98)		1							
-----	-----	1,688	481	2,169	-----	(b)	(b)	2							
-----	-----	1,198	2,539	3,737	3,737	\$70 50	\$64 74	3							
-----	-----	245	556	801	633	78 50	55 15	4							
-----	-----	f680	f2,432	f3,112	2,800	60 69	35 37	5							
-----	-----	g222	g305	h583	-----	g31 49	gi27 56	6							
-----	-----	675	420	1,095	-----	(j40 00)		7							
(d1,508)	-----	(6,128)	-----	6,128	-----	c50 00	c30 00	8							
635	911	8,438	13,695	22,133	18,000	44 17	35 31	9							
231	441	(13,418)	-----	13,418	-----	38 40	33 20	10							
(522)	-----	6,546	15,230	21,776	13,452	32 56	27 25	11							
79	189	3,533	4,675	8,208	-----	30 21	23 77	12							
-----	-----	4,195	2,715	6,910	-----	(k23 87)		13							
-----	-----	773	811	1,584	-----	(31 50)		14							
-----	-----	2,257	4,683	6,940	7,000	35 99	22 28	15							
-----	-----	1,319	1,861	3,180	-----	(c41 06)		16							
-----	-----	1,134	7,727	8,861	7,155	85 54	38 49	17							
-----	-----	4,024	10,448	14,472	-----	36 98	25 78	18							
-----	-----	1,811	3,760	5,571	4,899	36 52	28 62	19							
-----	-----	3,572	2,486	6,058	6,058	(30 07)		20							
-----	-----	6,068	4,379	10,447	-----	em35 00	em30 00	21							
-----	-----	1,813	2,746	4,559	4,600	36 50	32 50	22							
-----	-----	44	132	176	-----	99 50	74 76	23							
n88	n61	559	3,026	3,585	3,585	32 63	21 77	24							
212	365	926	2,560	3,486	3,556	51 07	32 68	25							
-----	-----	7,669	23,157	30,826	20,731	(42 24)		26							
-----	-----	3,627	1,375	5,002	6,240	(g22 25)		27							
(s512)	-----	11,453	12,517	23,970	16,999	37 00	28 00	28							
(d231)	-----	591	748	1,339	-----	42 26	31 72	29							
(f990)	-----	9,359	11,993	21,352	-----	33 66	29 03	30							
-----	-----	v253	v1,034	v1,287	v1,076	76 00	41 89	31							
55	70	1,904	1,345	3,249	-----	25 45	24 48	32							
(1,528)	-----	5,393	1,487	6,880	10,917	(26 59)		33							
-----	-----	3,083	1,278	4,361	-----	(x)	(x)	34							
-----	-----	678	3,741	4,419	-----	29 76	16 84	35							
c477	e1,132	3,208	2,184	5,392	-----	29 18	24 92	36							
-----	-----	3,079	1,208	4,287	4,287	g27 96	g28 70	37							
(852)	-----	2,721	7,198	9,919	7,065	y35 39	y25 21	38							
(15)	-----	(102)	-----	102	-----	84 06	68 19	39							
-----	-----	346	687	1,033	-----	33 09	26 00	40							
-----	-----	35	425	460	-----	91 13	61 27	41							
-----	-----	(175)	-----	175	200	65 00	50 00	42							
-----	-----	59	118	177	177	79 88	57 47	43							
-----	-----	z128	z36	z164	-----	(z30 67)		44							
-----	-----	270	295	565	-----	j35 00	j22 00	45							
-----	-----	149	205	aa443	-----	e52 56	e37 50	46							
-----	-----	z31	z39	z70	-----	(z60 23)		47							
-----	-----	-----	-----	bb102	-----	-----	-----	48							
-----	-----	-----	-----	bb13	-----	-----	-----								
-----	-----	-----	-----	bb59	-----	e50 00	e50 00								
-----	-----	-----	-----	bb28	-----	-----	-----								
-----	-----	-----	-----	bb7	-----	e50 00	e50 00								

o In normalschools, academies, and privateschools.

p Six months only of 1881 reported.

q For white teachers; for colored teachers the average salary is \$19.82.

r These are for colored and private schools; in private schools only there are 30,362 pupils.

s These are for colored and private schools; in private schools only there are 207 teachers.

t Exclusive of Philadelphia.

u Number between 5 and 15 reported as attending Catholic and select schools.

v Includes evening school reports.

w In the counties.

x In the counties the average salary of white male teachers is \$34; of white females, \$28; in the cities the salaries are, respectively, \$47 and \$37; for colored males in the counties, \$29; for colored females, \$26; in the cities, respectively, \$33 and \$32.

y In the counties; in the cities the average salary of males is \$33.85; of females, \$36.25.

z United States census of 1880.

aa Includes 89 of whom the sex is not reported.

bb Number of schools reported; number of teachers for them is not given.

TABLE I.—PART 2.—Statistics of the school systems of the States

States and Territories.		ANNUAL INCOME.			
		From State tax.	From local tax.	Total from taxation.	Interest on permanent fund, including rents of school lands.
1		30	31	32	33
1	Alabama.....	\$130,000	\$123,212	\$258,242	\$138,014
2	Arkansas.....				
3	California.....	1,490,328	1,343,306	2,833,634	293,592
4	Colorado.....				
5	Connecticut.....	215,597	1,068,205	1,283,802	100,612
6	Delaware.....				
7	Florida.....	(104,530)		104,530	\$17,962
8	Georgia.....	\$363,677	134,856	498,533	
9	Illinois.....	1,000,000	5,769,538	6,769,538	624,138
10	Indiana.....				
11	Iowa.....	0	4,087,446	4,087,446	234,622
12	Kansas.....				
13	Kentucky.....	\$741,672	\$384,070	1,125,742	
14	Louisiana.....	250,000	177,000	427,000	45,235
15	Maine.....	235,979	613,258	849,237	26,297
16	Maryland.....				
17	Massachusetts.....		4,594,207	4,594,207	\$69,008
18	Michigan.....		2,796,299	2,796,299	512,301
19	Minnesota.....	241,000	915,738	1,156,738	385,748
20	Mississippi.....	\$200,000	373,077		
21	Missouri.....		2,163,330	2,163,330	\$936,245
22	Nebraska.....	88,196	824,959	913,155	\$190,135
23	Nevada.....		96,811	96,811	\$33,844
24	New Hampshire.....	437,573	76,380	513,953	23,253
25	New Jersey.....	1,017,785	724,413	1,742,198	100,000
26	New York.....	2,750,000	7,393,890	10,143,890	170,000
27	North Carolina.....			352,887	
28	Ohio.....	1,515,621	5,663,326	7,178,947	244,675
29	Oregon.....	146,806	91,569	238,375	48,346
30	Pennsylvania.....		7,746,931	7,746,931	\$1,051,793
31	Rhode Island.....	\$81,410	\$434,566	\$515,976	12,449
32	South Carolina.....				
33	Tennessee.....	127,839	513,404	641,243	
34	Texas.....	\$678,603			44,623
35	Vermont.....	112,671	342,161	454,832	
36	Virginia.....	564,795	\$745,701	\$1,310,496	1,350
37	West Virginia.....	229,814	548,762	778,576	39,137
38	Wisconsin.....		1,750,430		199,354
39	Arizona.....				
40	Dakota.....	0	551,325	551,325	2,577
41	District of Columbia.....				
42	Idaho.....		84,008	84,008	
43	Montana.....				
44	New Mexico.....				
45	Utah.....	59,706	65,793	125,499	
46	Washington.....	115,323	12,286	127,609	
47	Wyoming.....				
48	Indian:				
	Cherokees.....				33,036
	Chickasaws.....				
	Choctaws.....				8,473
	Creeks.....				10,000
	Seminoles.....				7,500

a From poll tax.

b Includes balance on hand at close of last year.

c Paid out of general fund and not included in State expenditure.

d In 1880.

e State apportionment.

f State appropriation.

g Salaries of county superintendents only; salaries of other superintendents included in "salaries of teachers" (column 41 of this table).

h Increase in two school years.

i Included in "salaries of teachers" (column 41 of this table).

j Local taxes and subscriptions.

k Includes compensation to commissioners by the State, interest on county surplus bond, &amp;c.

l Rents, &amp;c.

m Includes expenditure for repairs.

n Supervision and office expenses.



and Territories, showing the income, expenditure, &c.—Continued.

ANNUAL INCOME.			Increase of permanent fund in the school year.	ANNUAL EXPENDITURE.		
Revenue from other funds.	From other sources.	Total.		Permanent.		Current.
				Sites, buildings, and furniture.	Libraries and apparatus.	Salaries of su- perintendents.
34	35	36	37	38	39	40
	\$1, 253	\$397, 479				\$11, 884
	32, 049	710, 462		\$29, 505		
		63, 680, 161		204, 850	\$95, 126	648, 339
		6708, 516				
\$50, 697	46, 914	1, 482, 025	\$0	111, 905	9, 477	30, 000
		147, 360				22, 300
	17, 218	139, 710				8, 021
		498, 533				
0	528, 493	7, 922, 169	197, 979	812, 025	25, 231	772, 977
		4, 480, 306		(616, 450)		
0	683, 956	5, 006, 024	662, 713	856, 975	13, 359	(i)
0	254, 257	1, 740, 593		339, 626	24, 533	25, 209
	668, 516	1, 194, 258				
		486, 790		112, 760		19, 667
14, 555		1, 089, 414		95, 347		28, 370
100, 163	113, 717	1, 608, 274		m174, 684		n40, 138
183, 072	5, 280	p4, 851, 567		803, 441		159, 314
	336, 728	3, 645, 328	159, 242	708, 630	21, 981	(i)
	136, 811	1, 679, 297	385, 748	225, 800	12, 720	16, 600
	143, 265	716, 342		68, 327		12, 607
	151, 585	b4, 020, 860		121, 511	16, 383	
	b217, 159	b1, 320, 449	1, 803, 348	(221, 965)		29, 443
	7, 985	138, 640		m78, 990	r2, 520	
	20, 937	586, 139	0			14, 373
27, 996	40, 982	1, 914, 447	80, 099	170, 517	2, 425	38, 557
31, 267	506, 875	10, 895, 765	25, 316	1, 467, 361	210, 312	114, 600
75, 000	69, 895	b698, 772		27, 225		6, 394
105, 704	705, 704	8, 129, 326	603, 102	843, 696		154, 805
	23, 163	323, 201	11, 436	44, 610	582	3, 575
		8, 798, 724		11, 207, 011		s112, 000
	9, 302	5582, 965	1, 837	46, 394	4, 440	10, 376
		452, 965		17, 334		18, 445
		706, 152	0	58, 852		13, 076
	64, 909	b891, 235		27, 565		12, 648
	35, 229	454, 832		m32, 613		
		b1, 335, 984		135, 453	1, 786	44, 927
	24, 138	855, 466	17, 958	100, 126	2, 732	u11, 725
	37, 753	2, 178, 219		261, 313	13, 433	61, 075
	228, 435	58, 768				
		v363, 000				u8, 616
		555, 644	0	120, 533	0	10, 860
		54, 609		2, 151		
		94, 551				3, 000
4, 476	6, 067	w32, 171				
		198, 876		(54, 859)		
	73, 377	127, 609		x14, 292	x300	x2, 883
		w36, 161				
		y52, 300				
		y33, 550				
		y31, 700				
		y26, 900				
		y7, 500				

o Amount paid cities and towns only; the total income from this source for 1881 was \$138,775.

p Exclusive of receipts for school buildings, permanent improvements, and ordinary repairs.

q Includes revenue from other funds.

r Storey County not reporting these items.

s County supervision, expenses of the department, and part pay of teachers' tuition in State normal schools.

t Includes income for evening schools.

u Salaries of county superintendents only.

v 25 counties reporting; it is estimated that a full report would make the total revenue for the year over \$500,000.

w United States census of 1880.

x In 1879.

y Total income not reported; amount given is that reported as expenditure, which, it is stated, was derived from tribal funds.

TABLE I.—PART 2.—Statistics of the school systems of the States

States and Territories.	ANNUAL EXPENDITURE.			
	Current.		Total.	Expenditure in the year per capita of the school population. <sup>a</sup>
	Salaries of teachers.	Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.).		
1	41	42	43	44
1 Alabama .....	\$384,769	b\$14,037	\$410,690	\$1 06
2 Arkansas .....	.....	.....	388,412	d1 32
3 California .....	2,346,056	401,573	3,047,605	13 15
4 Colorado .....	.....	.....	557,151	13 65
5 Connecticut .....	1,025,323	299,986	1,476,691	8 78
6 Delaware .....	c138,819	c64,472	cg207,281	ch6 39
7 Florida .....	97,115	3,557	j114,895	d1 30
8 Georgia .....	.....	.....	k498,533	1 15
9 Illinois .....	l4,722,349	m2,225,832	n7,858,414	7 05
10 Indiana .....	p3,057,110	855,194	4,528,754	c5 80
11 Iowa .....	q3,040,716	1,218,769	5,129,819	r7 25
12 Kansas .....	1,167,620	419,409	1,976,397	4 68
13 Kentucky .....	.....	.....	s1,248,524	t2 26
14 Louisiana .....	374,127	34,930	441,484	d1 58
15 Maine .....	..... (965,697)	.....	1,089,414	4 67
16 Maryland .....	1,162,429	v227,329	1,604,580	c5 00
17 Massachusetts .....	w4,130,714	425,713	j5,776,542	d16 06
18 Michigan .....	q2,114,567	573,055	3,418,233	d5 27
19 Minnesota .....	993,997	217,375	1,406,492	d4 13
20 Mississippi .....	644,352	32,472	757,753	1 93
21 Missouri .....	2,218,637	678,820	j3,152,178	d4 18
22 Nebraska .....	627,717	285,978	1,165,103	7 62
23 Nevada .....	x59,194	x12,169	140,419	d12 30
24 New Hampshire .....	408,554	154,095	577,022	10 40
25 New Jersey .....	1,510,830	192,118	1,914,447	5 22
26 New York .....	7,775,505	1,355,624	10,923,402	6 57
27 North Carolina .....	342,212	33,828	409,659	88
28 Ohio .....	5,151,448	1,983,673	8,133,622	6 98
29 Oregon .....	234,818	29,746	318,331	5 02
30 Pennsylvania .....	4,677,017	1,998,677	7,994,705	d4 82
31 Rhode Island .....	aa408,993	aa79,734	aa549,937	9 16
32 South Carolina .....	309,855	.....	345,634	.....
33 Tennessee .....	529,618	36,463	638,009	1 17
34 Texas .....	674,869	38,264	753,346	d3 16
35 Vermont .....	366,448	42,117	j447,252	.....
36 Virginia .....	823,310	94,763	1,100,239	1 74
37 West Virginia .....	539,648	107,019	761,250	3 08
38 Wisconsin .....	1,618,283	324,999	2,279,103	4 68
39 Arizona .....	.....	.....	44,628	.....
40 Dakota .....	.....	.....	bl314,484	.....
41 District of Columbia .....	295,668	100,251	527,312	9 50
42 Idaho .....	38,174	4,515	44,840	d5 69
43 Montana .....	52,781	.....	55,781	8 91
44 New Mexico .....	dd23,002	dd971	dd28,973	d99
45 Utah .....	113,768	30,637	199,264	d3 51
46 Washington .....	e94,019	e2,885	e114,379	e4 72
47 Wyoming .....	dd25,894	dd2,610	dd28,504	d6 93
48 Indian:	.....	.....	.....	.....
Cherokees .....	.....	.....	52,300	.....
Chickasaws .....	.....	.....	33,550	.....
Choctaws .....	.....	.....	31,700	.....
Creeks .....	.....	.....	26,900	.....
Seminoles .....	.....	.....	7,500	.....

a In estimating these items, only the interest on amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

b Includes \$13,500 spent for normal schools.

c In 1880.

d Estimated by Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

e In 1870.

f Per capita of population between 5 and 17.

g Includes \$1,690 expended for colored schools outside of Wilmington.

h Does not include expenditure for books.

i For white schools only.

j Items not fully reported.

k Amount received from the State and from local taxation for the support of public schools; this amount is largely supplemented by patrons.

l Includes salaries of all superintendents except those of the counties.

m Includes \$165,077 principal of bonds and \$285,375 interest on bonds.

n Exclusive of appropriations for normal schools and expense of State superintendency.

o Exclusive of the value of normal school property.

and Territories, showing the income, expenditure, &amp;c.—Continued.

ANNUAL EXPENDITURE.				Amount of available school fund.	Amount of permanent school fund (including portion not now available).	Estimated real value of sites, buildings, and all other school property.	
Expenditure in the year per capita of pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita of average attendance in public schools. <i>a</i>	Expenditure in the year per capita of population between 6 and 16. <i>a</i>	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. <i>a</i>				
45	46	47	48	49	50	51	
\$2 33	\$3 56			c\$2,528,950		\$285,976	1
d3 65				e144,875	e\$190,186	283,125	2
16 95	26 32	f\$13 15	f\$16 32	1,990,400	2,160,753	6,998,825	3
21 43	38 03	17 63		b36,000		977,213	4
10 58	17 41	10 55		2,021,346	2,021,346		5
ch8 12				4495,749		4450,000	6
d2 92	d4 25			246,900		132,729	7
2 04	3 32						8
10 08	16 61			9,247,281	9,247,281	o16,956,310	9
c7 96	e12 72			9,133,606		12,024,180	10
r9 99	r16 97	r11 32	r12 82	3,547,124		9,533,493	11
6 57	11 69			2,467,891	10,000,000	4,884,386	12
				21,760,652		2,395,752	13
d6 89	d9 41			1,130,807		u700,000	14
6 65	10 05			e438,287			15
e8 64	e16 37			e906,229		3,026,395	16
d15 44	d21 54			2,086,887			17
d7 35	d12 45			3,040,183	3,461,124	10,500,000	18
d7 01	d15 55			4,835,476	18,000,000	3,715,769	19
3 38	4 75			800,000			20
d6 34	d13 79			8,950,806		7,353,401	21
11 56	17 78			5,126,565	23,216,679	2,054,049	22
d15 57	d23 97			e415,000		260,193	23
11 13	16 02					2,113,851	24
8 60	15 91	7 15	8 68	1,452,720	2,595,883	6,275,067	25
10 69	19 52			y3,276,602	y3,276,602	31,091,630	26
1 71	2 81			100,000	z431,555	220,442	27
9 85	15 68	9 15	10 80	r3,795,206		22,103,982	28
8 98	12 29			610,000	625,000	657,469	29
d7 36	d11 45					26,605,321	30
11 86	18 04			240,376	266,950	1,954,444	31
2 46						435,289	32
2 25	3 53			2,512,500		868,713	33
d3 89					u3,385,571		34
6 00	8 89			669,087			35
4 06	7 22	2 53	2 69	40,600	1,518,845	1,199,333	36
4 59	7 31			441,947		1,753,144	37
7 67				2,790,214		5,522,657	38
						121,318	39
						cc532,267	40
15 16	19 97	10 18	11 96	e60,385	e60,385	1,326,888	41
d7 04	d10 38						42
16 50						140,250	43
d6 09	d9 20					dd13,500	44
d5 55	d7 96					415,186	45
e8 15	e11 92					e220,405	46
d9 81	d14 85					dd40,500	47
							48
				ee659,158			
				(f)			
				ee169,472			
				ee200,000			
				(f)			

*p* Total amount expended from tuition revenue.*q* Includes salaries of superintendents.*r* Estimated.*s* The sum included in this total as public school expenditure for colored schools is the amount raised for them and may be somewhat greater or less than the actual expenditure.*t* An estimate including per capita of total permanent expenditure for the year.*u* In 1878.*v* Includes \$40,144 for interest and indebtedness extinguished.*w* Includes fuel and care of school rooms.*x* Storey County not reporting these items.*y* Exclusive of the United States deposit fund.*z* Exclusive of large quantities of swamp lands.*aa* Includes expenditure for evening schools.*bb* 25 counties reporting; it is estimated that a full report would make the total expenditure for the year over \$500,000.*cc* Value of school-houses only.*dd* United States census of 1880.*ee* The income derived from these funds is augmented from other sources.*ff* Schools supported from general tribal funds.



TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881; from replies to inquiries by the United States Bureau of Education.

City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
			Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	
1 Selma, Ala.*	Hugh S. D. Mallory.	7,529	7-21			1,757			882	400	180	173	
2 Little Rock, Ark.	J. M. Fish.	13,188	6-21			5,288		90	2,638	518	200	192	
3 Los Angeles, Cal.	J. M. Gunn.	11,183	5-17			3,677	0	275	7,093	1,000	200	205	
4 Oakland, Cal.	Hamilton J. Todd.	34,555	5-17			8,242			7,262	5,731	205	205	
5 San Francisco, Cal.	John W. Taylor.	233,959	6-17			55,115			40,187	124	220	210	
6 Stockton, Cal.	S. P. Crawford.	10,282	5-17			2,204		102	2,136	186	220	210	
7 Denver, Colo. (§ of city)	Aaron Gove.	35,629	6-21			5,700	0	113	4,087	500	187	186	
8 Leadville, Colo.	W. C. Thomas.	14,820	6-21			2,084	0		1,533	100	180	146	
9 Bridgeport, Conn.*	H. M. Harrington.	29,148	4-16			6,641		131	5,114	625	210	199	
10 Danbury, Conn.*	W. F. Taylor.	11,666	4-16			2,588			2,271	124	200	200	
11 Derby, Conn.	G. H. Peck, acting visitor.	11,650	4-16			3,333			2,702	36	200	200	
12 Greenwich, Conn.*	Myron L. Mason, secretary.	7,892	4-16			1,887			1,552	143			
13 Hartford, Conn.*	John Henry Brocklesby, acting visitor.	42,551	4-16			9,652			7,612	1,706	200	183	
14 Meriden, Conn.	John Henry Brocklesby, acting visitor.	18,340	4-16	403		4,393			3,548	300	200	200	
15 Middletown, Conn.	J. H. Chapin, acting visitor.	11,732	4-16			2,651			2,038	494	2199	187	
16 New Britain, Conn.	Henry E. Sawyer.	13,979	4-16			3,528			1,873	817	190	200	
17 New Haven, Conn.	Samuel T. Dutton.	62,882	4-16	2,418		14,548			12,434	1,500	200	200	
18 New London, Conn.	Ralph Wheeler.	10,537	4-16			2,090			1,891	40	2196		
19 Norwalk, Conn.	John S. Seymour, secretary.	13,956	4-16			3,136			2,375	465	2203		
20 Norwich, Conn.	J. W. Cray, acting visitor.	21,143	4-16			5,073			4,216	385	2196		
21 Stamford, Conn.*	W. H. Woodbury, secretary.	11,297	4-16			2,549			1,666	626			
22 Waterbury, Conn.*	E. A. Lum, secretary.	20,270	4-16			4,338			3,506	399			
23 Wilmington, Del.	David W. Harlan.	42,478	6-21			3,416			7,065	203	193		
24 Key West, Fla.*	J. V. Harris.	10,940	6-21			3,416			7,995	450	200	100	
25 Atlanta, Ga.*	W. F. Slaton.	37,409	6-18			10,500			4,100	1,000	200	175	
26 Augusta, Ga.	B. Neely.	21,891	6-18	0	938	5,628			2,487	236	184	178	
27 Columbus, Ga.	George M. Dewes.	10,123	6-18	0		2,863		20	1,403	250	183	177	
28 Macon, Ga.	B. M. Zettler.	12,749	6-18			3,339			1,881	300	180	176	
29 Savannah, Ga.	W. H. Baker.	38,709	6-18	0		6,243		0	3,110	500	180	169	
30 Belleville, Ill.	Henry Raab.	13,404	6-21			4,532		0	1,991	700	210	200	
31 Chicago, Ill.	George Howland.	503,185	6-21	0	39,854	137,035		0	463,141	25,000	200	197	

32	Danville, Ill.*	J. W. Layne.	7,733	6-21	3,030	0	1,860	355	200	192
33	Elgin, Ill.	C. F. Kimball.	8,787	6-21	2,642	0	1,400	627	190	185
34	Freeport, Ill.	C. C. Snyder.	8,516	5-21		80	1,700	200	180	196
35	Galesburg, Ill.		11,437	6-21	*4,254		1,700	200	180	177
36	Jacksonville, Ill.	D. H. Harris.	10,927	6-21	1,360		1,895	1,250	190	188
37	Joliet, Ill.	D. H. Darling.	16,149	6-21	1,625		2,023	200	198	180
38	Moline, Ill.	W. S. Mack.	7,800	6-21	0	491	d1,379	260	180	175
39	Ottawa, Ill.	D. R. A. Thorp.	7,834	6-21	3,254	0	1,597	273	200	196
40	Peoria, Ill.	Newton C. Dougherty.	230,251	6-21	2,504		4,915	700	200	196
41	Quincy, Ill.	T. W. Macfall.	27,268	6-21	*9,541	85	3,597	700	200	196
42	Rockford, Ill.	E. H. Conkling, clerk.	13,129	6-21	4,132		2,644	460	200	194
43	Rock Island, Ill.	S. S. Kemble.	11,650	6-21	0	1,154	2,248	506	180	177
44	Springfield, Ill.	F. R. Fetteshans.	19,743	6-21			2,792		198	198
45	Evansville, Ind.	John Cooper.	29,280	6-21			4,908		200	198
46	Fort Wayne, Ind.	John S. Irwin.	26,880	6-21	4,733		3,472	3,000	195	192
47	Indianapolis, Ind.	H. S. Tarbell.	75,056	6-21	7,358		12,833	1,334	189	189
48	La Fayette, Ind.	J. T. Merrill.	14,860	6-21	6,474		2,986	1,200	200	190
49	Logansport, Ind.	John K. Walts.	11,198	6-21	0	1,210	1,887	790	200	196
50	Madison, Ind.	J. H. Martin.	8,945	6-21			3,858	750	300	200
51	Richmond, Ind.*	John Cooper f.	12,742	6-21	5,283		2,521	665	180	178
52	South Bend, Ind.	James Du Shane.	13,280	6-21	4,845		1,924	570	200	197
53	Terre Haute, Ind.	William H. Wiley.	26,042	6-21	8,846	0	4,310	912	200	197
54	Vincennes, Ind.	Robert A. Townsend.	10,104	5-21	506		1,102	550	200	197
55	Cedar Rapids, Iowa	J. W. Akers.	9,052	5-21	983		2,146	350	180	179
56	Council Bluffs, Iowa	Henry Sabin.	18,063	5-21	3,200	175	1,749	350	190	188
57	Davenport, Iowa	George L. Farnham.	21,831	5-21	482	1,329	2,007	301	200	195
58	Des Moines (west side), Iowa*	J. B. Young.	22,408	5-21			d4,558		200	188
59	Dubuque, Iowa.	L. W. Parish.	22,254	5-21	3,576	152	3,322	600	190	184
60	Keokuk, Iowa h.	Thomas Hardie, secretary.	12,117	5-21	10,074		*1,750		198	198
61	Muscatine, Iowa.	W. W. Jamieson.	8,295	5-21	4,585		2,400	400	190	190
62	Ottumwa, Iowa.	R. B. Huff.	9,004	5-21	2,700		1,580	400	210	210
63	Lawrence, Kans*	E. Stanley.	8,510	5-21	3,095		1,730	120	190	188
64	Leavenworth, Kans.	Frank A. Fitzpatrick.	16,546	5-21	6,796		3,158	856	180	178
65	Topeka, Kans.	W. H. Butterfield.	15,452	5-21	5,279		3,111		200	188
66	Covington, Ky*	Harvey Myers, clerk school board.	29,720	6-20	10,094		3,279	3,000	198	198
67	Lexington, Ky.	George H. Tingley, jr.	123,758	6-20	4,981		19,182	640	208	204
68	Louisville, Ky.	Alva T. Wiles.	20,436	6-20	6,780	0	2,692		215	204
69	Newport, Ky*	D. C. Cully.	8,036	6-20	1,080	0	840	225	200	204
70	New Orleans, La.	William O. Rogers.	216,090	6-18	61,456	51	24,401	412,000	214	193
71	Auburn, Me*	N. I. Jorden, secretary school committee.	9,555	4-21	3,078	400	1,220	180	174	175
72	Augusta, Me.	C. T. Fletcher.	8,665	4-21	2,342		1,250	150	170	175
73	Bath, Me.	S. P. Drabury, school agent.	16,850	4-21	3,479	172	2,120	50	195	100
74	Bath, Me.	George E. Hughes.	7,874	4-21	2,896		1,826	260	190	184
75	Bridgeton, Me.	James Burrier.	12,631	4-21	3,611		2,891	300	187	183
76	Lewiston, Me.	Abner J. Phipps, P.H. D.	13,083	4-21	740	1,951	2,919		300	187

For the entire city.

g These statistics are a return for 1880.

h In 1879.

d In day schools only.

e Population of the township; township and city are united in one school district.

f Succeeded in 1881 by J. A. Zeller.

\* From Report of the Commissioner of Education for 1880.

a Average duration of school in days.

b Including Monroe County.

c City census of 1878.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881; from replies to inquiries, &amp;c.—Continued.

City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
			Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	
79 Portland, Me*	Thomas Tash	33,810	4-21	1,604	2,846	10,660	715	335	6,708	1,330	200	200	
80 Rockland, Me.	F. W. Smith, chairman	7,599	4-21			2,186			1,448	0	165	162	
81 Baltimore, Md.	Henry E. Shepherd	332,313	6-21			*86,961			47,048	a14,000	200	200	
82 Boston, Mass.	Edwin P. Seaver	362,839	5-15			61,056			654,712	6,922	*206	*203	
83 Brockton, Mass.	B. Sanford, secretary	13,608	5-15			*2,278			2,444		200	197	
84 Brookline, Mass.	D. H. Daniels	8,057	5-15			1,263			1,503		238	238	
85 Cambridge, Mass*	Francis Cogswell	52,669	5-15			9,390			8,537	1,748	200	197	
86 Chelsea, Mass.	J. Kimball	21,782	5-15			3,884			4,433	1,069	196	191	
87 Chicopee, Mass.	John T. Clarke	11,286	5-15	165		2,081	149	49	1,463	40	200	195	
88 Clinton, Mass.	J. T. Dame, chairman	8,029	5-15			1,671	125	28	1,550	1	200	195	
89 Fall River, Mass.	William Connell, jr	48,961	5-15			6,763			9,363	831	200	200	
90 Fitchburg, Mass.	Joseph G. Edgerly	12,429	5-15	276		2,473	258	108	2,493	35	200	198	
91 Gloucester, Mass*	L. H. Marvel	19,329	5-15	542		4,008	542	69	4,126	35	200	195	
92 Haverhill, Mass*	Charles H. Poor, secretary	18,472	5-15			3,600			3,323	125	d200	195	
93 Holyoke, Mass.	Edwin L. Kirtland	21,915	5-15			4,640			4,346	1,303	200	197	
94 Lawrence, Mass.	J. L. Brewster	39,151	5-15			7,143			6,462	1,400	200	197	
95 Lowell, Mass f	Charles Morrill	59,475	5-15			9,121	1,086		9,689	1,130	200	193	
96 Lynn, Mass.	O. B. Bruce	38,274	5-15			6,397			6,397	1,130	200	193	
97 Malden, Mass*	W. H. Lambert	12,017	5-15	400		2,082	210	125	2,731	154	205	201	
98 Marlborough, Mass.	W. D. Burdett, chairman	12,197	5-15			2,121			2,267	300	180	178	
99 Medford, Mass.	J. A. Hervey	7,573	5-15			e1,204	105	115	1,340	40	200	192	
100 New Bedford, Mass.	Henry F. Harrington	26,845	5-15			e4,083			e4,449	328			
101 Newburyport, Mass.	John E. Young, secretary school committee.	13,538	5-15			2,552			2,205	208			
102 Newton, Mass.	John E. Kimball	16,995	5-15			3,252			3,687	*150	200	190	
103 Northampton, Mass*	George E. Drury	12,172	5-15			2,089			2,176	160	g165	g160	
104 Peabody, Mass.	W. G. Sperry, secretary school committee	9,028	5-15			e1,730			1,669	30	200	200	
105 Pittsfield, Mass.	W. B. Rice	13,364	5-15	282		2,611	306	91	2,783	150	200	200	
106 Quincy, Mass.	Sylvester Brown	10,570	5-15			e1,948			2,097	65	200	188	
107 Somerville, Mass.	J. H. Davis	24,933	5-15			4,204			5,271	500	200	200	
108 Springfield, Mass.	A. P. Stone	33,340	5-15			6,285			6,452	470	200	200	
109 Taunton, Mass.	W. W. Waterman	21,213	5-15	275		3,610	296	81	3,778	116	195	195	



110	Waltham, Mass.*	J. T. Prince	11, 712	5-15	287	2, 146	322	110	2, 306	103	200	185
111	Woburn, Mass.	E. H. Davis	10, 931	5-15	216	2, 371	160	570	2, 369	50	200	200
112	Worcester, Mass.	A. P. Marble	58, 291	5-15	1, 780	11, 363	1, 800	570	11, 347	2, 000	200	190
113	Adrian, Mich.*	W. J. Cocker, A. M.	7, 854	5-20	284	699	110	454	1, 300	200	200	198
114	Ann Arbor, Mich.	I. W. Morley	20, 993	5-20	435	3, 963	4500	h500	2, 198	200	200	194
115	Bar City, Mich.	J. M. B. Sill	116, 340	5-20	435	37, 926	0	43	26, 138	6, 731	200	196
116	Detroit, Mich.	Joseph C. Jones	13, 016	5-20	1, 899	6, 429	0	43	23, 189	400	200	194
117	East Saginaw, Mich.	J. M. B. Sill	32, 016	5-20	1, 024	1, 964	211	357	1, 884	95	200	195
118	Flint, Mich.	A. T. Gas	8, 409	5-20	1, 024	1, 964	211	357	23, 853	1, 000	200	191
119	Grand Rapids, Mich.	C. L. Hunsman	11, 262	5-20	3, 807	3, 003	0	85	1, 786	500	200	187
120	Marquette, Mich.	H. J. Robeson	8, 883	5-20	3, 245	3, 003	0	85	1, 836	300	200	187
121	Port Huron, Mich.	C. E. Thomas	10, 325	5-20	3, 245	3, 003	0	85	1, 836	300	200	187
122	Saginaw, Mich.	C. E. Thomas	46, 887	5-20	1, 500	6, 600	742	565	1, 800	600	200	185
123	St. Ignace, Mich.	B. F. Tinsley	46, 887	5-20	1, 500	6, 600	742	565	6, 720	1, 800	200	185
124	St. Paul, Minn.	E. P. Wright	11, 473	5-21	1, 500	6, 600	742	565	6, 720	1, 800	200	185
125	Stillwater, Minn.*	E. P. Frost	9, 055	5-21	1, 500	6, 600	742	565	6, 720	1, 800	200	185
126	Winona, Minn.	James McNaughton	10, 208	5-21	2, 360	2, 360	40	90	1, 006	600	200	188
127	Ticksburg, Miss.	H. T. Moore	11, 514	5-21	3, 071	3, 071	85	209	1, 782	350	198	198
128	Fannibal, Mo.	V. C. Foreman	11, 074	5-21	750	3, 796	85	209	1, 180	600	194	190
129	Kansas City, Mo.	J. M. Greenwood	55, 785	6-20	750	3, 796	85	209	1, 180	600	194	190
130	St. Joseph, Mo.	Edward B. Neely	32, 431	6-20	2, 143	16, 981	0	142	2, 095	300	195	190
131	St. Louis, Mo.	E. H. Long	350, 518	6-20	24, 412	9, 852	0	142	8, 072	625	200	198
132	Sedalia, Mo.	D. R. Cully	9, 561	6-20	728	106, 372	2, 996	2, 212	53, 955	21, 000	200	197
133	Lincoln, Neb.	J. M. Scott	13, 003	5-21	800	3, 105	256	83	2, 016	250	180	179
134	Omaha, Neb.	George B. Lane	30, 518	5-21	800	3, 105	256	83	1, 772	100	180	176
135	Virginia City, Nev.*	William H. Hill, clerk school board	10, 917	6-18	576	6, 400	256	91	3, 717	500	200	186
136	Dover, N. H.	Glenn C. Fisher	11, 087	5-15	438	2, 329	188	150	2, 260	447	218	202
137	Manchester, N. H.*	William E. Buck	32, 630	5-15	h570	h4, 774	201	128	2, 606	2, 100	190	188
138	Nashua, N. H.	S. Arthur Bent	13, 397	5-15	h570	h4, 774	201	128	2, 606	2, 100	190	188
139	Portsmouth, N. H.	John Pender, secretary	9, 690	5-	h350	h511	225	204	7, 935	1, 527	210	200
140	Camden, N. J.*	H. L. Bonsall	41, 659	5-18	h350	h511	225	204	7, 935	1, 527	210	200
141	Elizabeth, N. J.	J. Aug. Dix	28, 229	5-18	h350	h511	225	204	7, 935	1, 527	210	200
142	Jersey City, N. J.*	William L. Dickinson	120, 722	5-18	41, 226	8, 635	142	88	22, 519	2, 439	205	205
143	Newark, N. J.	W. N. Barringer	136, 508	5-18	41, 226	8, 635	142	88	22, 519	2, 439	205	205
144	New Brunswick, N. J.	Henry B. Pierce	17, 166	5-18	h485	h970	257	264	18, 626	5, 596	210	205
145	Orange, N. J.	U. W. Cutts	13, 207	5-18	h485	h970	257	264	18, 626	5, 596	210	205
146	Paterson, N. J.*	Esmond V. De Graf	51, 031	5-18	1, 269	921	90	17	1, 708	900	200	187
147	Plainfield, N. J.	C. H. Stillman	8, 125	5-18	100	103	27	27	1, 299	450	200	200
148	Trenton, N. J.*	J. R. Eucke	29, 910	5-18	100	103	27	27	1, 299	450	200	200
149	Albany, N. Y.	Charles W. Cole	90, 758	5-21	4, 225	11, 178	166	160	3, 583	2, 604	205	205
150	Auburn, N. Y.	B. B. Snow	21, 924	5-21	389	2, 007	18	184	13, 975	4, 474	203	197
151	Binghamton, N. Y.	James H. Hoose	17, 117	5-21	350	1, 298	250	200	3, 184	1, 200	194	194
152	Brooklyn, N. Y.	Calvin Patterson	566, 663	5-21	h181, 083	h56, 000	58	58	3, 000	528	210	207
153	Buffalo, N. Y.*	Christopher G. Fox	155, 134	5-21	h56, 000	h56, 000	58	58	96, 077	50, 000	212	201
154	Coloche, N. Y.*	A. J. Robb	19, 416	5-21	328	1, 562	1, 008	108	9, 628	9, 628	201	199
155	Elmira, N. Y.	C. B. Tompkins	20, 541	5-21	328	1, 562	1, 008	108	2, 674	5, 500	205	204
156	Hornellsville, N. Y.*	D. L. Freeborn	8, 195	5-21	328	1, 562	1, 008	108	4, 198	316	200	195

\* From Report of the Commissioner of Education for 1880.  
*a* In 1879.  
*b* Average number belonging.  
*c* In 1880.  
*d* In high school, 240 days.  
*e* In day schools only.  
*f* These statistics are from a return for 1880.  
*g* In high school, 200 and 195.  
*h* Estimated.  
*i* Exclusive of Gold Hill, a separate district.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1981; from replies to inquiries, &amp;c.—Continued.

City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
			4	5	6	7	8	9	10	11			
1	2	3	Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.			12	13
157 Hudson, N. Y.*	Arthur C. Foster	8,670	5-21	.....	.....	2,975	.....	.....	1,158	700	.....	.....	.....
158 Ithaca, N. Y.	Charles M. Ryan	9,105	5-21	.....	.....	2,703	.....	.....	1,918	75	.....	191	191
159 Kingston, N. Y.*	Arthur A. Skinner	618,344	5-21	221	744	2,704	169	118	1,939	197	.....	210	200
160 Lockport, N. Y.*	G. W. Gould	19,522	5-21	.....	.....	4,185	142	351	2,624	500	.....	200	198
161 Long Island City, N. Y.	R. V. K. Monfort	17,120	5-21	.....	.....	5,117	.....	.....	3,837	.....	.....	215	201
162 Newburgh, N. Y.	J. W. Hooper	18,049	5-21	.....	.....	3,837	.....	.....	3,837	701	.....	201	201
163 New York, N. Y.	W. W. Howard	1,206,999	5-21	.....	.....	393,000	.....	.....	.....	40,000	.....	200	200
164 Ogdensburg, N. Y.	W. W. Howard	10,341	5-21	.....	.....	4,044	.....	.....	.....	.....	.....	200	200
165 Oswego, N. Y.	Frederic C. Douglas	21,116	5-21	.....	.....	7,983	.....	.....	2,070	570	.....	199	194
166 Plattsburgh, N. Y.	Rox Holden	8,283	5-21	.....	.....	2,160	.....	.....	1,371	1,268	.....	196	194
167 Poughkeepsie, N. Y.	Edward Burgess	20,207	5-21	639	.....	26,002	173	59	2,760	828	.....	201	201
168 Rochester, N. Y.	S. A. Ellis	89,366	5-21	135	.....	3,129	97	258	13,381	3,500	.....	200	196
169 Rome, N. Y.	J. Allen Barringer	12,141	5-21	165	825	2,639	102	510	1,700	465	.....	246	198
170 Saratoga Springs, N. Y.	L. S. Packard	8,421	5-21	.....	.....	3,118	.....	.....	21,634	319	.....	210	.....
171 Schenectady, N. Y.*	Edward Smith	13,655	5-21	.....	.....	4,500	.....	.....	2,288	450	.....	.....	.....
172 Syracuse, N. Y.	David Beattie	51,792	5-21	1,211	5,019	18,598	672	461	9,379	1,862	.....	200	196
173 Troy, N. Y.*	A. McMillan	56,747	5-21	1,258	4,091	18,464	895	.....	8,944	1,200	.....	201	201
174 Utica, N. Y.	Fred Seymour	33,914	5-21	2,128	2,039	12,048	0	691	5,318	1,327	.....	200	196
175 Watertown, N. Y.*	John Duckett, county superintendent	10,697	5-21	.....	.....	3,128	.....	.....	2,154	100	.....	.....	.....
176 Raleigh, N. C.	Samuel Findley	9,265	5-21	.....	.....	4,388	.....	.....	1,778	750	.....	200	196
177 Akron, Ohio	J. H. Lehman	16,512	6-21	0	993	4,719	0	233	3,195	750	.....	200	194
178 Canton, Ohio	William Richardson	12,253	6-21	.....	.....	4,367	.....	.....	2,838	600	.....	200	189
179 Chillicothe, Ohio	John B. Peaslee	10,938	6-21	.....	.....	3,387	.....	.....	1,893	350	.....	190	186
180 Cincinnati, Ohio	Andrew J. Rickoff	255,139	6-21	24,499	87,997	87,997	6-21	3,123	35,592	16,525	.....	200	200
181 Cleveland, Ohio	R. W. Stevenson	160,146	6-21	10,993	52,412	52,412	6-21	411	24,866	9,865	.....	196	195
182 Columbus, Ohio	John Hancock	51,647	6-21	3,506	15,399	15,399	6-21	194	8,014	2,107	.....	200	195
183 Dayton, Ohio	W. W. Ross	38,678	6-21	2,423	11,225	11,225	6-21	189	45,787	1,802	.....	200	195
184 Fremont, Ohio	L. D. Brown	8,446	6-21	.....	.....	2,351	.....	.....	1,040	1,450	.....	190	185
185 Hamilton, Ohio	Charles F. Dean	12,122	6-21	0	1,451	4,895	0	1,926	2,008	1,000	.....	200	195
186 Ironton, Ohio*	.....	8,857	6-21	0	714	2,720	0	.....	1,807	1,300	.....	185	185

## STATISTICAL TABLES.

187	Newark, Ohio	J. C. Hartzler	9, 000	6-21	0	1, 180	3, 880	0	132	1, 853	300	190	188
188	Perrysmouth, Ohio	J. A. I. Lowes	11, 221	6-21			*3, 754			2, 200	*200	190	190
189	Sandusky, Ohio	Alston Ellis	15, 588	6-21			1, 758		100	2, 519	880	200	195
190	Springfield, Ohio	W. J. White	20, 780	6-21			6, 950		161	3, 134	980	200	195
191	Steenberville, Ohio	Henry N. Metz	12, 093	6-21			8, 652		187	3, 430	430	200	195
192	Tiffin, Ohio	J. W. Knott	17, 879	6-21	0		2, 723	0	136	2, 379	600	200	195
193	Toledo, Ohio	John W. Dowd	50, 137	6-21			3, 773		101	1, 251	2, 000	200	195
194	Zanesville, Ohio	W. D. Lash	18, 113	6-21			17, 573			7, 677	500	200	195
195	Portland, Oreg.	T. H. Crawford	17, 577	4-20			5, 690			3, 061	500	200	197
196	Allegheny, Pa.	L. H. Durling	78, 682	6-21			5, 314			2, 372	600	200	200
197	Allentown, Pa.	G. H. Desh	18, 063	6-21			4, 500			11, 610	93, 500	193	168
198	Altoona, Pa.	D. S. Keith	19, 710	6-21					60	3, 423	900	198	188
199	Bradford, Pa.	George F. Stone	9, 197	6-21				0	30	1, 201	900	220	220
200	Carbondale, Pa.	D. N. Lathrop	7, 714	6-21		6500		0	100	5, 512	300	198	191
201	Chester, Pa.	Charles F. Foster	14, 997	6-21				0	48	5, 674	200	200	197
202	Danville, Pa.	M. C. Horne	8, 346	6-21					42	6, 624	75	160	160
203	Easton, Pa.	William W. Cottingham	11, 924	6-21						2, 291			
204	Eric, Pa.	H. S. Jones	27, 737	6-21		2, 122	8, 319		139	2, 244	1, 500	300	196
205	Harrisburg, Pa.	L. O. Foote	30, 762	6-21				0	127	5, 687	300	220	220
206	Lebanon, Pa.	J. T. Nitrouer	8, 778	6-21		500	2, 300			1, 507	300	180	173
207	Meadville, Pa.	Samuel P. Bates	8, 860	6-21						1, 560	40	176	166
208	New Castle, Pa.	S. B. Donaldson	8, 418	6-18					60	1, 560	40	220	201
209	Norristown, Pa.	Jos. K. Gotwals	8, 860	6-21				0	128	2, 218	400	208	205
210	Philadelphia, Pa.	Henry W. Halliwell, secretary	837, 170	6-	0	1, 147	3, 748			102, 185	eg 12, 000		
211	Pittsburgh, Pa.	George J. Luckey	156, 389							26, 816			
212	Reading, Pa.	Samuel A. Baer	43, 278	6-21		4, 000	13, 697				960	308	188
213	Scranton, Pa.	Joseph Roney	45, 850	6-21		3, 000	19, 800		2, 300	8, 000	1, 500	220	220
214	Shanokin, Pa.	W. F. Harpel	8, 184	6-21	0	1, 800	3, 300	0	25	1, 653	300	198	186
215	Shenandoah, Pa.	G. W. Bartch	10, 147	6-21		41, 100	43, 400		45	2, 103	194	189	189
216	Titusville, Pa.	R. M. Streeter	9, 016	6-21				0	10	1, 479	200	200	200
217	Williamsport, Pa.	S. Transau	18, 981	6-21		850	4, 850	0	165	3, 432	1, 360	168	165
218	York, Pa.	W. H. Shelley	13, 940	6-21	0	150	2, 669	0	50	2, 419	200	178	178
219	Lincoln, R. I.	James H. Lyon	15, 665	5-15			2, 963			2, 200	277	200	196
220	Newport, R. I.	Thomas H. Clarke	13, 763	5-15	572		3, 419	113	69	d2, 144	795	500	500
221	Pawtucket, R. I.	Andrew Jencks	19, 080	5-15			3, 292			2, 995	150	200	200
222	Providence, R. I.	Daniel Leach	104, 857	5-16			19, 819			14, 194	3, 569	200	192
223	Warwick, R. I.	J. Torrey Smith	12, 164	5-15			2, 463			2, 159	200	200	195
224	Woonsocket, R. I.	E. E. Thomas	16, 050	5-15			2, 059			2, 832	598	200	192
225	Charleston, S. C.	Rev. J. Mercier Green	49, 984	6-16			12, 727			7, 284	350	197	190
226	Chattanooga, Tenn	H. D. Wyatt	12, 892	6-21		4675	3, 224		e150	2, 384	180	158	158
227	Knoxville, Tenn	Albert Ruth	9, 693	6-21			3, 014	0	62	1, 984	120	200	196
228	Memphis, Tenn	C. H. Collier	33, 562	6-21			9, 745			4, 367	171	164	164
229	Nashville, Tenn	S. Y. Capper	43, 350	6-21		2, 100	14, 512	0	440	5, 845	500	193	182
230	Houston, Tex	E. N. Clopper	16, 513	8-14		4, 254	2, 746			91, 756	9360	9160	9157
231	San Antonio, Tex*	W. C. Rote	20, 550	8-14			3, 022			1, 584	1, 000	205	200
232	Burlington, Vt	H. O. Wheeler	11, 365	5-20						1, 435	1, 000		
233	Rutland, Vt*	J. J. R. Randall	12, 149	5-20						1, 295	1, 400		
234	Alexandria, Va.	Richard L. Carne	13, 659	5-21	4332	41, 048	44, 582	32	25	1, 204	1, 100	184	180

\* From Report of the Commissioner of Education for 1880.  
 α These statistics are for the Kingston school district only.  
 b For the entire city.

*c* Census of 1877.  
*d* In day schools only.  
*e* Estimated.

f For city and county.  
g In 1879.  
h Census of 1880.



TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1881; from replies to inquiries, &amp;c.—Continued.

City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
			Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	
235 Danville, Va*.....	George W. Dame.....	7,526	5-21	155	518	2,126	.....	.....	1,059	336	200	160	
236 Lynchburg, Va.....	E. C. Glass.....	15,953	5-21	337	1,371	4,907	0	108	1,872	500	198	194	
237 Norfolk, Va*.....	R. L. Page.....	21,966	5-21	442	2,015	6,695	20	26	1,013	550	210	191	
238 Petersburg, Va.....	Richard E. Hardaway.....	21,656	5-21	275	1,818	7,203	.....	.....	2,093	1,200	190	185	
239 Portsmouth, Va*.....	J. F. Crocker.....	11,390	5-21	298	667	3,210	29	8	3,897	819	203	202	
240 Richmond, Va*.....	J. H. Peay, jr.....	63,600	5-21	1,557	5,497	21,536	291	214	5,821	3,500	198	188	
241 Appleton, Wis*.....	A. H. Conkey.....	8,005	4-20	.....	.....	2,897	.....	.....	1,638	316	.....	178	
242 Fond du Lac, Wis*.....	C. A. Hutchins.....	13,094	4-20	.....	.....	5,482	.....	.....	2,321	500	200	200	
243 Janesville, Wis.....	Robert W. Burton.....	9,018	4-20	164	530	3,384	80	61	1,482	175	180	176	
244 La Crosse, Wis.....	Albert Hardy.....	14,505	4-20	.....	.....	4,531	.....	.....	2,638	675	200	197	
245 Madison, Wis.....	Samuel Shaw.....	10,324	4-20	.....	.....	3,517	.....	.....	1,925	600	185	180	
246 Milwaukee, Wis.....	James MacAlister.....	115,587	4-20	.....	.....	40,096	.....	.....	17,635	9,500	200	200	
247 Oshkosh, Wis.....	George H. Read.....	15,748	4-20	.....	.....	6,180	.....	.....	2,148	1,000	200	200	
248 Racine, Wis.....	H. G. Winslow.....	16,031	4-20	.....	.....	6,296	.....	.....	2,388	1,954	200	200	
249 Watertown, Wis.....	C. F. Viebahn.....	7,883	4-20	.....	.....	3,462	.....	.....	1,084	800	200	196	
250 Georgetown, D. C. a.....	J. Ormond Wilson.....	108,688	6-17	0	1,863	27,142	0	263	16,407	5,481	199	190	
251 Washington, D. C. a.....	J. Ormond Wilson.....	108,688	6-17	0	1,863	27,142	0	263	16,407	5,481	199	190	

\* From Report of the Commissioner of Education for 1880. a These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II. — *School statistics of cities containing 7,500 inhabitants and over, for 1881, &c. — Continued.*

City.	Number of school buildings for —								Number of sittings for study in —						Number of teachers in —			
	Primary schools.				High schools.				All public schools.				Private and paro- chial schools.		All schools, public and private.		Primary schools.	
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Male.	Female.
1 Selma, Ala.*																	30	31
2 Little Rock, Ark.	4	3	2			9								1,750			13	4
3 Los Angeles, Cal.	8	6				14			1,010	550	120			1,680			2	17
4 Oakland, Cal.	10	6	1			17			3,975	2,157	330	648		6,462			73	6
5 San Francisco, Cal.	51	16	3			70											10	362
6 Stockton, Cal.						8								1,954				
7 Denver, Colo. (½ of city)						7								3,000				
8 Leadville, Colo.						5			950	360	90			1,400			15	2
9 Bridgeport, Conn.*	6	12				18								4,318			54	2
10 Danbury, Conn.*																		
11 Derby, Conn.						9												
12 Greenwich, Conn.*						619												
13 Hartford, Conn.*						617												
14 Meriden, Conn.						13								2,544				
15 Middletown, Conn.																		
16 New Britain, Conn.						10												
17 New Haven, Conn.						29	10	39	5,900	2,950	500			9,350			18	14
18 New London, Conn.	16	12	1														118	9
19 Norwich, Conn.						612								63,200				
20 Norwalk, Conn.																		
21 Stamford, Conn.*																		
22 Waterbury, Conn.*						621												
23 Wilmington, Del.						10								5,864				
24 Key West, Fla.						6												
25 Atlanta, Ga.*						12								3,650				
26 Augusta, Ga.	8																	
27 Columbus, Ga.						7			812	370				1,162		1	14	4
28 Macon, Ga.						7								1,500				
29 Savannah, Ga.						7								3,200			28	5

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> Used also for day schools.

<sup>b</sup> In 1878.

<sup>c</sup> Including Monroe County.









[illegible]

\* From Report of the Commissioner of Education for 1880.  
*a* Exclusive of Gold Hill, a separate district.  
*b* For ungraded schools.  
*c* For ungraded schools.  
*d* Exclusive of 300 sittings in a building formerly used for evening schools.  
*e* These statistics are for the Kingston school district only.  
*f* Number of teachers in corporate schools.  
*g* Estimated.  
*h* For city and county.  
*i* Number actually occupied.



TABLE II. — School statistics of cities containing 7,500 inhabitants and over, for 1881, &amp;c. — Continued.

City.	Number of school buildings for —								Number of sittings for study in —							Number of teachers in —						
																Primary schools.		Grammar schools.		High schools.		
	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and paro- chial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and paro- chial schools.	All schools, public and private.	Male.	Female.	Male.	Female.	Male.	Female.
1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Hamilton, Ohio.....						5	7	12	1,450	550	100	0	0	2,100	1,200	3,300	4	19	6	4	0	3
Ironton, Ohio.....	2	3				6	2	7	1,400	420	130	645	629	2,024	300	2,324	1	23	1	11	2	1
Newark, Ohio.....						6			1,400	420	130	645	629	2,024	300	2,324	1	23	1	11	2	1
Portsmouth, Ohio.....	(5)					6			1,400	420	130	645	629	2,024	300	2,324	1	23	1	11	2	1
Sandusky, Ohio.....	8	1		0	0	10	4	14	2,400	320	130	0	0	2,770	780	3,550	2	26	2	12	1	2
Springfield, Ohio.....	(10)					11			2,400	320	130	0	0	2,770	780	3,550	2	26	2	12	1	2
Steenbenville, Ohio.....						6			2,306	600	280			2,186	67	3,550	2	23	1	12	0	5
Tiffin, Ohio.....	191					5			924	394	138			2,186	67	3,550	2	23	1	12	0	5
Toledo, Ohio.....	132					6			924	394	138			2,186	67	3,550	2	23	1	12	0	5
Zanesville, Ohio.....	193					23			924	394	138			2,186	67	3,550	2	23	1	12	0	5
Portland, Oreg.....	194					17			924	394	138			2,186	67	3,550	2	23	1	12	0	5
Allegheny, Pa*.....	(3)		1			4			1,350	850	190			7,000			1	27	4	33	3	3
Allentown, Pa*.....						21			1,350	850	190			7,000			1	27	4	33	3	3
Altoona, Pa.....	(10)		1			8			1,860	1,210	130			10,500			29	29	2	16	2	4
Bradford, Pa.....						11			1,860	1,210	130			10,500			29	29	2	16	2	4
Carbondale, Pa.....						4			1,860	1,210	130			10,500			29	29	2	16	2	4
Chester, Pa.....	6	2	1			7			795	575	100			1,470	200	1,670	1	32	8	11	1	1
Danville, Pa*.....						9			795	575	100			1,470	200	1,670	1	32	8	11	1	1
Easton, Pa.....						9			795	575	100			1,470	200	1,670	1	32	8	11	1	1
Erie, Pa*.....						9			795	575	100			1,470	200	1,670	1	32	8	11	1	1
Harrisburg, Pa.....						18			795	575	100			1,470	200	1,670	1	32	8	11	1	1
Lebanon, Pa.....						23			795	575	100			1,470	200	1,670	1	32	8	11	1	1
Meadville, Pa*.....						8	2	10	4,217	1,162	262			3,700			(30)	59	11	15	3	7
New Castle, Pa.....	1	2	1	0	0	4	2	6	4,217	1,162	262			3,700			14	59	11	15	3	7
New Norristown, Pa.....						4			970	680	258	0	0	1,908	200	2,108	0	16	4	4	2	
Norristown, Pa.....						4			970	680	258	0	0	1,908	200	2,108	0	16	4	4	2	
Philadelphia, Pa.....	2	3	1	1	1	6			1,250	760	250			1,700	1,700	1,700	0	15	0	13	0	7
Pittsburgh, Pa.....	(230)		1	1	1	232			1,250	760	250			1,700	1,700	1,700	0	15	0	13	0	7
Pittsburgh, Pa.....	(53)		1	1	1	232			(100,697)	760	250			1,700	1,700	1,700	0	15	0	13	0	7
Reading, Pa.....	24		2			26	11	37	4,850	2,850	351			102,185			61	24	4	12	1	3
Scranton, Pa*.....						30	3	8	4,850	2,850	351			102,185			61	24	4	12	1	3
Shamokin, Pa*.....						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57	12	9
						5			6,850	1,050	100			7,551	1,000	8,551	3	87		57		

215	Shenandoah, Pa.	1	(3)	4	1,544	356	110	2,010	19	1	5	1	2
216	Tinnsboro, Pa.	1		4				1,632					
217	Williamsport, Pa.	1	13	25	1,720	1,620	145	3,485	2	28	12	19	3
218	York, Pa.	1		9				2,465					
219	Lincoln, R. I.	1	6	12									
220	Newport, R. I.	1	3	14	1,344	672	105	2,241	25	3	11	2	2
221	Pawtucket, R. I.	1		18				2,710					
222	Providence, R. I.	1		49									
223	Warwick, R. I.	1		19									
224	Woonsocket, R. I.	1	14	14				2,145	26	3	5	2	1
225	Charleston, S. C.	1		5									
226	Chattanooga, Tenn.	1		7									
227	Knoxville, Tenn.	1	2	5	922	348	271	1,541	120	1,761	0	9	3
228	Memphis, Tenn.	1		10				3,780				11	2
229	Nashville, Tenn.	1		13				5,930	1,500	7,450	2	38	10
230	Houston, Tex.	1	5	14	4,250	1,400	300	e1,147				20	3
231	San Antonio, Tex.	1		5				1,100					
232	Batlington, Va.	1											
233	Rutland, Vt.	1											
234	Alexandria, Va.	1	3	4	800	350		1,150	2	9	3	5	
235	Danville, Va.	1		2				500	75	575			
236	Lynchburg, Va.	1		5				1,350				6	4
237	Norfolk, Va.	1		7				1,320				18	3
238	Petersburg, Va.	1	5	26				e1,808	0	17	2	7	2
239	Portsmouth, Va.	1		3									
240	Richmond, Va.	2	(10)	12	4,050	1,400	390	5,840	3,500	9,340	c15	c96	3
241	Appleton, Wis.	1		8				1,800					15
242	Fond du Lac, Wis.	1	15	17	1,804	716	280	2,800	3	27	2	9	3
243	Janesville, Wis.	1	6	10	1,285	400	130	1,815				8	1
244	La Crosse, Wis.	1	7	13				2,200				24	3
245	Madison, Wis.	1		9				3,480					
246	Milwaukee, Wis.	1	(24)	26	11,582	2,776	325	16,208	14	151	23	45	6
247	Oshkosh, Wis.	1	(8)	9				3,500					3
248	Racine, Wis.	1	(8)	9	1,670	1,130	200	3,000	950	3,950		22	5
249	Watertown, Wis.	1		5	700	300	100	1,100				13	2
250	Georgetown, D. C.				8,594	5,517	262	14,393				15	93
251	Washington, D. C.			55					0	161	15	93	3

\* From Report of Commissioner of Education for 1880.

a For colored school.

b In the Orphans' Home.

c In primary and grammar schools.

d 240 seats used for day schools also are not here in-

cluded.

e In 1879.

f Estimated.

g Used also for day schools.

h These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Number of teachers in—						Number of scholars in—															
	City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
	Male.	Female.	Male.	Female.	Male.	Female.					Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
1	36	37	38	39	40	41	42	43			44	45	46	47	48	49	50	51	52	53	54	55
Selma, Ala.*					2	12									608	60					882	717
Little Rock, Ark.					4	30															2,335	1,680
Los Angeles, Cal.					4	27															2,098	1,285
Oakland, Cal.			1		612	6123					63,799	64,946			309	256			154	35	7,262	4,287
San Francisco, Cal.			17	12	673	6646					21,797	16,213	13,704	11,015	1,175	984			3,511	880	40,187	29,092
Stockton, Cal.					68	26															2,136	1,326
Denver, Colo.					5	62									132						4,087	2,730
Leadville, Colo.					4	22															1,533	1,039
Bridgeport, Conn.*			2		5	86															5,229	3,529
Danbury, Conn.*					4	40															2,271	1,554
Derby, Conn.					4	37															2,702	1,697
Greenwich, Conn.*					5	24															1,552	856
Hartford, Conn.*					19	121															7,612	44,886
Meriden, Conn.					8	41															3,548	1,787
Middletown, Conn.					46	441															2,058	1,276
New Britain, Conn.					2	34															1,873	1,244
New Haven, Conn.					13	225															12,434	8,357
New London, Conn.					3	38					7,552	5,074	4,302	2,952	580	331					1,891	1,240
Norwalk, Conn.					8	34															2,375	1,476
Norwich, Conn.					d15	d83															4,216	d2,808
Stamford, Conn.*					8	24															1,666	d1,181
Waterbury, Conn.*					4	49															3,506	d2,525
Wilmington, Del.					1	115															7,065	4,392
Key West, Fla.					8	10									110						7,795	520
Atlanta, Ga.*					(68)																4,100	2,609
Augusta, Ga.					13	26									152						2,487	1,471
Columbus, Ga.					5	21					890	727	513	422	101						1,403	1,149
Macon, Ga.					4	29															1,881	1,135
Savannah, Ga.					8	48					1,653	1,499	1,292	1,170	165	120					3,110	2,789



30	Belleville, Ill.	31	82	909	1,412	570	3,344	854	1,891
31	Chicago, Ill.	9	22	1,412	50,284	33,666	11,621	9,550	1,230
32	Danville, Ill.	4	28	17	40	1,088	692	251	104
33	Elgin, Ill.	1	26	34	35	1,088	692	251	104
34	Freeport, Ill.	1	34	35	1,088	692	251	104	61
35	Galesburg, Ill.	1	34	35	1,088	692	251	104	44
36	Jacksonville, Ill.	1	34	35	1,088	692	251	104	44
37	Joliet, Ill.	0	0	0	0	0	0	0	0
38	Moline, Ill.	2	0	0	0	0	0	0	0
39	Ottawa, Ill.	3	0	0	0	0	0	0	0
40	Peoria, Ill.	10	74	40	53	1,707	1,557	615	120
41	Quincy, Ill.	3	74	40	26	1,971	334	334	74
42	Rockford, Ill.	10	74	40	26	1,971	334	334	74
43	Rock Island, Ill.	3	54	42	1,336	900	806	581	106
44	Springfield, Ill.	4	54	42	1,336	900	806	581	106
45	Evansville, Ind.	17	110	40	135	2,360	1,827	932	83
46	Fort Wayne, Ind.	6	89	40	135	2,360	1,827	932	83
47	Indianapolis, Ind.	1	18	215	61,217	8,544	640	512	128
48	La Fayette, Ind.	10	39	48	1,198	792	613	432	76
49	Logansport, Ind.	5	28	48	1,198	792	613	432	76
50	Madison, Ind.	3	38	48	1,198	792	613	432	76
51	Richmond, Ind.*	(651)	51	27					
52	South Bend, Ind.	0	0	0					
53	Terre Haute, Ind.	0	0	0					
54	Vincennes, Ind.	18	69	12	4,062	2,949	137	108	198
55	Cedar Rapids, Iowa	0	38	6	1,530	1,288	526	436	90
56	Clinton, Iowa*	0	28	14	990	950	750	70	63
57	Council Bluffs, Iowa	2	39	14	55	3,257	2,080	345	105
58	Davenport, Iowa	(989)	58	37	1,738	1,738	1,209	949	223
59	Des Moines (west side), Iowa.*	4	37				482	102	102
60	Dubuque, Iowa	10	61						
61	Keokuk, Iowa*	7	45						
62	Muscatine, Iowa	4	30						
63	Ottumwa, Iowa	1	26						
64	Lawrence, Kans.*	1	1						
65	Leavenworth, Kans.	5	34						
66	Topeka, Kans.	11	39						
67	Covington, Ky.*	7	53						
68	Lexington, Ky.	635	6290						
69	Louisville, Ky.	0	0						
70	Newport, Ky.*	41	422						
71	Paducah, Ky.	3	12						
72	New Orleans, La.	23	379						
73	Auburn, Me.*	4	36						
74	Augusta, Me.	5	43						
75	Bangor, Me.	3	76						
76	Bath, Me.	8	30						

\* From Report of the Commissioner of Education for 1880.

*a* Average enrolment.

*b* Includes special teachers,

In primary and grammar schools.

d For the winter term,

*e Including Monroe County.*

<sup>f</sup> These statistics are from a return for 1880.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Number of teachers in —				Number of scholars in —															
	City normal schools.		All public schools.		Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.			
	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.		
1	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
Biddeford, Me					10	32							181						1,891	1,335
Lewiston, Me					3	66							488	362					2,919	2,062
Portland, Me*				43		118			4,702	2,834	1,607	1,131						620	6,797	4,347
Rockland, Me					84	740							2,033						1,448	1,130
Baltimore, Md													61,733						47,048	29,424
Boston, Mass	61	62	649	666	6,198	66,107			66,228,808	618,923	66,226,433	623,221	641,859		669		666,153	661,701	665,323	645,647
Brockton, Mass					6	37													2,444	1,792
Brookline, Mass					3	30													1,503	997
Cambridge, Mass*					14	168			4,110	2,990	3,931	3,205	485	411	11	8			8,537	6,614
Chelsea, Mass					4	66													4,443	2,947
Chicopee, Mass					3	26	13	42	984	536	388	228	91	60					1,463	824
Clinton, Mass					2	27													1,550	1,124
Fall River, Mass						46							371	261					9,363	5,845
Fitchburg, Mass	0	0	1	1	8	46	1	55	1,080	890	1,275	975	138	118	0	0	71	49	2,564	2,032
Gloucester, Mass*					3	86	2	91	2,040	1,562	1,840	1,477	220	163	26	21			4,126	3,223
Haverhill, Mass*					13	91	2	90	1,099	722	1,323	1,152	150	145	314	218	460	127	3,346	2,364
Holyoke, Mass	0	0	11	12	18	66	25	109	2,341	1,180	1,005	1,526	116	94	0	0	606	256	4,068	2,056
Lawrence, Mass					6	102							9,220						5,791	4,487
Lowell, Mass h					612	148				3,401		2,344		300					9,689	6,045
Lynn, Mass					(6121)									233					45,916	4,826
Malden, Mass*			1	1	2	52			1,535	1,053	1,126	730	173	107			90	73	2,924	1,963
Marlborough, Mass					3	39	3	45											2,367	1,654
Medford, Mass					6	21							101						1,340	1,164
New Bedford, Mass					(112)								236	223					4,699	3,740
Newburyport, Mass					(47)								135						2,205	1,498
Newton, Mass					14	67							313						3,087	2,588
Northampton, Mass*					4	50													2,176	1,656
Peabody, Mass					5	38													1,669	1,283
Pittsfield, Mass					5	59							73	59					2,783	1,774

[illegible]

\* From Report of the Commissioner of Education for 1880. e Evening and special schools.

\* From Report of the Commissioner of Education for 1880. e Evening and special schools.

*a* In Portland School for the Deaf.

*b* From semiannual returns to June, 1881.

*c* Includes special teachers.

d Average number belonging.

\*<sup>2</sup> ПРИБЛИЖИТЕЛЬНО ПОСРЕДСТВОМ







TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Number of teachers in —						Number of scholars in —																
	City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.		
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	
<b>1</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>	<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>	<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>			
Memphis, Tenn.					6	56																4,367	2,578
Nashville, Tenn.					15	82	23	120	4,192	3,121	1,387	1,037	266	213								5,845	4,371
Houston, Tex*					3	20																a1,756	a1,172
San Antonio, Tex*					4	18																1,584	834
Burlington, Vt.					3	30																1,425	
Rutland, Vt.*					7	57																2,395	
Alexandria, Va.					5	14			843	615	361	296										1,204	911
Danville, Va.*					5	10	12	27														1,059	724
Lynchburg, Va.					7	24			1,339	837	411	246	119	88								1,872	1,171
Norfolk, Va.*					6	20																1,613	1,117
Petersburg, Va.					2	26																2,083	1,518
Portsmouth, Va.					4	10	680	58					109									2,997	1,575
Richmond, Va*					18	111			4,150	3,540	1,400	1,050	271	188								5,821	4,778
Appleton, Wis.*					5	23	8	36														1,638	1,490
Fond du Lac, Wis*					8	38																2,321	1,515
Janesville, Wis.					1	35																1,482	
La Crosse, Wis.					7	37																2,628	1,703
Madison, Wis.					6	30																1,925	1,732
Milwaukee, Wis.	0	2	49	9	e104	e214			10,897	8,846	2,330	2,020	278	262	14	13	1,730	1,257				15,249	12,398
Oshkosh, Wis.					8	46																2,148	1,970
Racine, Wis.					7	39	27	73						93								2,388	1,555
Watertown, Wis.					4	18	10	32														1,084	873
Georgetown, D. C. d.																							
Washington, D. C. d.		2	0	0	18	260			10,359	7,970	5,794	4,459	234	189	20	20	0	0				16,407	12,638

\* From Report of the Commissioner of Education for 1880.

a In 1879.

b Estimated.

c Includes special teachers.

d These statistics are for white schools only; for those in which colored schools are included, see Table I.



TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Number of scholars in —				Average daily attendance per teacher, excluding special teachers, in—						Average annual salaries of—							
	Private and parochial schools.		All schools, public and private.		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.									Male.	Female.	Male.	Female.		
					56	57	58	59	60	61	62	63					64	65
1 Selma, Ala.*										51	\$1,500	\$150		\$630	\$1,035		\$405	\$473
2 Little Rock, Ark.										39	1,800		\$680	680	61,000		800	6800
3 Los Angeles, Cal.										39	2,400	900		1,215	1,800		\$867	6805
4 Oakland, Cal.						(40)	32		35		4,000	3,000	\$115	6128	6189		2175	678
5 San Francisco, Cal.					49	42	34		31	41				5000	61,500			6900
6 Stockton, Cal.														1,000				
7 Denver, Colo.										49	2,700			1,700	720		720	790
8 Leadville, Colo.					41.1	40.9	23				2,200	612		437½	1,300	612	720	475
9 Bridgeport, Conn.*																		
10 Danbury, Conn.*																		
11 Derby, Conn.																		
12 Greenwich, Conn.*																		
13 Hartford, Conn.*										39	700				1,115		644	
14 Meriden, Conn.																		
15 Middletown, Conn.																		
16 New Britain, Conn.										35	300			365		650		525
17 New Haven, Conn.											2,700			475	2,250			575
18 New London, Conn.					42	35	27											
19 Norwalk, Conn.																		
20 Norwich, Conn.																		
21 Stamford, Conn.*																		
22 Waterbury, Conn.*										38	1,600			368		700		490
23 Wilmington, Del.										29	400							
24 Key West, Fla. c										42	61,880							
25 Atlanta, Ga.*														(\$1,410)		(1,410)	(575)	
26 Augusta, Ga.											1,500		270	260				

a Monthly salaries.

b These are maximum salaries.

c Including Monroe County.

\* From Report of the Commissioner of Education for 1880.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1891.*—Continued.

City.	Number of scholars in —				Average daily attendance per teacher, excluding special teachers, in —							Average annual salaries of —						
	Private and pa- rochial schools.		All schools, pub- lic and private.		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant-superintendent.	Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.									Male.	Female.	Male.	Female.	Male.	Female.
1	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
Columbus, Ga.					48	38					\$1,800		\$203	\$318	\$870	\$540	\$360	\$475
Macon, Ga.										34	1,800			\$340	\$675	900	650	\$360
Savannah, Ga.											2,520			600	1,400	900		
Belleville, Ill.					60	50	40			48	1,500	\$450 } 350 } 3,000	750	513	1,660	1,496		
Chicago, Ill.											4,000			1,050	1,660	1,496		
Danville, Ill.*										37	1,200		450	430	540	450	405	745
Elgin, Ill.	628		2,028		38	55	22			39	1,100			360				360
Freeport, Ill.											1,600			380	600	400		400
Galesburg, Ill.										41	1,600							
Jacksonville, Ill.													(450)		700	700		450
Joliet, Ill.	6600	6500	2,352		48	26	22	0	0	46	1,500			511		600	645	
Moline, Ill.	260		1,765								1,400			390	488			
Ottawa, Ill.	273		1,870								\$1,200			\$450	\$1,000	\$700	\$440	
Peoria, Ill.	1,580		6,495		57	38	32			41	2,000	(500)		576	1,200	800	850	\$500
Quincy, Ill.										41	1,400				1,400	830		463
Rockford, Ill.					43	34	24				1,200			\$400	\$1,200	\$1,200	\$320	\$260
Rock Island, Ill.										44	1,500			660	\$1,000	\$1,000	\$600	\$520
Springfield, Ill.											1,500			\$600				\$350
Evansville, Ind.											2,500			320	1,100	900		
Fort Wayne, Ind.					41	25	26			35	\$3,000			413	\$1,400		\$1,200	663
Indianapolis, Ind.	3,000	2,200	6,472	4,962	(41)	37	9				\$2,000			\$1,400	\$1,100	\$1,100	\$600	\$600
Lafayette, Ind.					42	38	19			32	1,980			500	1,000	500	500	\$500
Logansport, Ind.										39	1,500			377	550	413		
Madison, Ind.										31	1,000			\$750	\$750	625	\$450	\$380
Richmond, Ind.*																		
South Bend, Ind.										37	1,400	380	360	461	401	575	480	
Terre Haute, Ind.										45	2,500	\$360	409	762	731	650	645	
Vincennes, Ind.										58	1,600	\$385		280	650			\$45















TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1891, &c.—Continued.*

City.	Number of scholars in —				Average daily attendance per teacher, excluding special teachers, in —						Average annual salaries of —							
	Private and parochial schools.		All schools, public and private.		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.									Male.	Female.	Male.	Female.	Male.	Female.
1	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
Racine, Wis. ....	954	885	3,342	2,440					34	\$1,250				\$350	\$920	\$650		\$350
Watertown, Wis. ....	820		1,904							\$1,600				330	650	450		350
Georgetown, D. C. <sup>b</sup> ..	{								0	46	2,430	\$1,650		613	955	745		330
Washington, D. C. <sup>b</sup> ..		50	43	27														

<sup>a</sup> The superintendent is also principal of the high school.<sup>b</sup> These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Average annual salaries of—								Estimated real value of property used for school purposes.							
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.			Buildings.	Furniture.	Apparatus.	Total.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.					
1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
Salma, Ala*																
Little Rock, Ark.	\$1,035		\$698	\$619									\$7,500	\$5,600	(\$2,750)	\$10,250
Los Angeles, Cal.		\$1,000	1,000	1,200									71,000	6,000	\$300	78,900
Oakland, Cal.	2,700		1,800	1,200			\$840			\$800			35,000		1,500	64,500
San Francisco, Cal.		a259	a163	a126			a50		\$1,500	1,800			209,500	(35,100)		364,825
Stockton, Cal.	2,000		1,700					a50	a135	a135			975,000	195,000	25,000	3,125,000
Denver, Colo. (§ of city)	2,000		1,000						1,100							3,173,557
Leadville, Colo.	2,810		1,720						900				90,000	3,500	50	450,000
Bridgeport, Conn*	1,800			750									85,800	12,575	8,175	163,950
Danbury, Conn*																100,000
Derby, Conn.																
Greenwich, Conn*																
Hartford, Conn*																
Meriden, Conn.																
Middletown, Conn.																
New Britain, Conn.	1,800			585												
New Haven, Conn.	e2,500		1,725	600			500	e2,000	(1,080)				129,739	15,055		173,759
New London, Conn.																
Norwalk, Conn.																
Norwich, Conn.																
Stamford, Conn*																
Waterbury, Conn*																
Wilmington, Del.	1,300	1,000		605												
Key West, Fla.																
Atlanta, Ga.	(c1,692)	a85	(a850)													
Augusta, Ga.	a100	a85														
Columbus, Ga.																

\* From Report of the Commissioner of Education for 1880.

a Monthly salaries.

b For teacher of book-keeping.

c These are maximum salaries.

d Including Monroe County.



TABLE II. — *School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Average annual salaries of—										Estimated real value of property used for school purposes.										
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.									Special teachers.					
							Male.		Female.										Pernanabip.		
74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	Total						
1																					
28																					
29																					
30																					
31																					
32																					
33																					
34																					
35																					
36																					
37																					
38																					
39																					
40																					
41																					
42																					
43																					
44																					
45																					
46																					
47																					
48																					
49																					
50																					
51																					
52																					
53																					
54																					
55																					
56																					
57																					

58	Davenport, Iowa	a1, 500	900	a1, 050	140	b535	a300	a800	64, 000	200, 000	26, 000	1, 200	291, 200
59	Des Moines (west side), Iowa*	a1, 300	a700	.....	.....	.....	.....	.....	20, 000	140, 000	8, 000	300	168, 300
60	Dubuque, Iowa	1, 800	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	165, 000
61	Keokuk, Iowa	a1, 200	a670	.....	.....	.....	.....	.....	.....	.....	.....	.....	150, 000
62	Muscataine, Iowa	a650	a650	a633	.....	450	.....	.....	.....	.....	.....	.....	80, 800
63	Ottumwa, Iowa	1, 000	570	.....	.....	600	.....	.....	10, 000	40, 000	2, 000	230	52, 200
64	Lawrence, Kans*	675	585	.....	.....	.....	.....	.....	.....	.....	.....	.....	177, 700
65	Leavenworth, Kans	1, 000	a700	.....	.....	.....	.....	.....	.....	.....	.....	.....	200, 000
66	Topeka, Kans	1, 000	665	.....	.....	.....	.....	.....	.....	.....	.....	.....	201, 000
67	Covington, Ky*	a1, 500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	41, 000
68	Lexington, Ky	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	866, 390
69	Louisville, Ky	2, 000	700	.....	.....	.....	(700)	.....	70, 000	60, 000	3, 000	500	133, 500
70	Newport, Ky*	.....	700	.....	.....	.....	.....	.....	7, 800	27, 500	1, 000	0	36, 300
71	Paducah, Ky	1, 000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	637, 500
72	New Orleans, La	a1, 620	1, 050	.....	.....	.....	.....	.....	38, 000	75, 000	60, 000	2, 500	60, 000
73	Anburn, Me*	a1, 200	.....	.....	.....	.....	.....	.....	10, 000	.....	10, 000	.....	143, 000
74	Augusta, Me*	a1, 400	a500	.....	.....	200	.....	.....	2, 500	55, 000	2, 000	500	60, 000
75	Bangor, Me	a1, 200	463	.....	.....	.....	.....	.....	.....	.....	.....	.....	75, 000
76	Bath, Me	750	.....	.....	.....	.....	.....	.....	5, 000	85, 000	4, 500	.....	59, 300
77	Biddeford, Me	1, 200	625	.....	.....	.....	.....	.....	.....	.....	.....	.....	95, 000
78	Lewiston, Me	a1, 700	552	a800	.....	800	.....	.....	.....	.....	.....	.....	193, 050
79	Portland, Me*	a2, 000	a800	a1, 100	a800	a1, 100	(a1, 400)	.....	450, 000	1, 200, 000	80, 000	.....	350, 000
80	Rockland, Me	a1, 200	a500	.....	.....	.....	.....	.....	.....	.....	.....	.....	50, 000
81	Baltimore, Md	a2, 400	a1, 008	.....	.....	a1, 200	a500	.....	18, 650	70, 200	7, 930	800	1, 730, 000
82	Boston, Mass	a1, 700	*a1, 800	(i)	(i)	*a3, 000	*a3, 000	.....	.....	.....	.....	.....	*7, 466, 650
83	Brockton, Mass	a1, 700	a700	.....	.....	a600	a250	.....	177, 000	380, 000	31, 000	2, 000	121, 800
84	Brookline, Mass	a2, 700	a1, 000	.....	.....	a1, 500	.....	.....	3, 000	112, 500	3, 650	2, 300	590, 000
85	Cambridge, Mass*	a2, 800	a900	a900	.....	a1, 000	.....	.....	16, 000	76, 500	7, 000	.....	398, 000
86	Chelsea, Mass	a2, 800	a800	.....	.....	a1, 000	.....	.....	.....	.....	.....	.....	121, 450
87	Chicopee, Mass	a1, 200	650	.....	.....	a480	a420	.....	.....	.....	.....	.....	100, 000
88	Clinton, Mass	a1, 500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	Fall River, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90	Fitchburg, Mass	1, 500	650	.....	.....	500	500	600	(172, 950)	84, 150	10, 000	2, 000	179, 853
91	Gloucester, Mass*	a1, 000	575	a1, 000	.....	900	a600	.....	20, 000	197, 400	15, 200	.....	116, 150
92	Haverhill, Mass*	1, 800	756	.....	.....	.....	.....	.....	71, 375	106, 047	15, 200	3, 199	269, 275
93	Holyoke, Mass	1, 800	600	.....	.....	700	(600)	.....	43, 356	18, 788	10, 665	.....	167, 892
94	Lawrence, Mass	a2, 400	a900	a900	.....	a600	a1, 400	.....	72, 720	183, 614	10, 200	2, 000	285, 787
95	Lowell, Mass*	2, 000	a800	.....	.....	a1, 200	(a1, 200)	.....	(511, 772)	.....	.....	.....	523, 972
96	Lynn, Mass	.....	.....	.....	.....	.....	.....	.....	45, 000	142, 000	10, 600	6, 500	949, 500
97	Malden, Mass*	1, 750	600	.....	.....	600	.....	.....	.....	.....	.....	.....	204, 100
98	Marlborough, Mass	1, 300	540	.....	.....	.....	.....	.....	13, 800	28, 000	5, 700	.....	48, 100
99	Medford, Mass	a2, 050	a800	a635	.....	a700	a120	.....	20, 000	80, 000	5, 000	1, 500	106, 500
100	New Bedford, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	Newburyport, Mass	a1, 700	a600	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	Newton, Mass	a2, 800	a1, 000	.....	.....	a1, 500	(a500)	.....	64, 500	335, 000	25, 000	5, 000	429, 500

† As reported for 1880, the salary of principals in the evening high school was \$50 a week; of assistants, \$25 a week; in the elementary evening schools the salary of principals was \$20 a week; of assistants, \$10.

‡ Apparatus and library.  
§ These statistics are from a return for 1880.  
¶ In 1879.  
\* From Report of the Commissioner of Education for 1880.  
a These are maximum salaries.  
b For teacher of German.  
c Monthly salaries.  
d For three and one-half months.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Average annual salaries of—								Estimated real value of property used for school purposes.							
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.			Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.					
1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
103 Northampton, Mass*	\$1,600		\$700	\$440					\$1,000			\$13,500	\$76,500	\$5,000	\$1,000	\$96,000
104 Peabody, Mass.																
105 Pittsfield, Mass.				466					600			13,400	57,900	6,000	1,000	78,300
106 Quincy, Mass.																\$119,000
107 Somerville, Mass.			\$1,500	830					\$1,000						3,500	552,500
108 Springfield, Mass.	2,600		1,700	720					900			20,000	180,000	19,000	1,000	220,000
109 Taunton, Mass.	1,700		1,200	650					900			50,000	140,000	6,000	2,500	196,800
110 Waltham, Mass*	1,600		1,000	725					\$500			(200,000)			2,500	202,500
111 Woburn, Mass.	\$1,800											227,947	615,600	44,920	9,825	898,282
112 Worcester, Mass.	2,700		1,150	793					1,500							103,500
113 Adrian, Mich*													109,500			
114 Ann Arbor, Mich.	1,300		900	460						200	300	30,000	100,000	9,000	1,500	140,500
115 Bay City, Mich.		\$700		450						500		35,000	85,000	20,000	6,000	146,000
116 Detroit, Mich.	\$2,000		\$1,200	\$875					\$1,200	\$1,200	\$1,000	(778,392)	140,000	33,097	10,000	821,489
117 East Saginaw, Mich.	1,500		650	637					400	420	400	35,000	140,000	23,000	2,000	200,000
118 Flint, Mich.	2,000		1,500	515					400			18,200	121,800	3,500	5,500	144,000
119 Grand Rapids, Mich.	2,000		\$1,000	769					1,000	(1,000)	550	(362,000)		20,000	4,000	386,000
120 Muskegon, Mich*				550												81,309
121 Port Huron, Mich.		650													2,000	80,000
122 Saginaw, Mich.	900			500					\$500	280	280	10,000	85,000	4,500	500	100,000
123 Minneapolis, Minn.	\$1,800			775						\$900		(386,919)		(21,185)		418,104
124 St. Paul, Minn.	\$1,600		1,000	825					\$1,200	(\$1,350)		(239,000)		14,000	1,000	254,000
125 Stillwater, Minn*				625					\$400			15,000	80,000	5,000	500	100,500
126 Winona, Minn.	1,000		700	650						400	400	10,000	165,000	5,000	200	180,200
127 Vicksburg, Miss.												1,000	10,000	1,500	300	12,500
128 Hannibal, Mo.												7,500	26,000	4,900	300	36,700
129 Kansas City, Mo.	\$2,140															300,000
130 St. Joseph, Mo.	1,300		875	800						\$850	1,200	28,280	85,000	18,000	2,000	133,280
131 St. Louis, Mo.	2,500		\$1,550	1,000	\$2,500		190	130	1,350	700	7565	777,777	(2,075,535)			2,853,312
132 Sedalia, Mo.			600	500					360			18,000	50,000	5,000	1,200	74,200







	Meadville, Pa.*	900	(56)	500	(640)	400	2,200				225	650	20,000	100,000	12,000	4,000	136,000
207	New Castle, Pa.	1,000	(600)	400						300			60,000	90,000	14,000	700	45,000
208	Norristown, Pa.	2,400			1,713												164,700
209	Philadelphia, Pa.																6,003,084
210	Philadelphia, Pa.																1,900,000
211	Reading, Pa.	1,400	1,000	650						600			(259,700)	200,000	19,400	2,500	281,600
212	Scranton, Pa.*	1,000	500	500						g500			50,000	20,000	47,000	3,000	300,000
213	Shamokin, Pa.*	1,425	382½										15,000	20,000	4,700	300	40,000
214	Shenandoah, Pa.	685											7,000	48,303	5,000	700	61,000
215	Shenandoah, Pa.																64,275
216	Titusville, Pa.	680															142,250
217	Williamsport, Pa.	720											30,500	98,500	11,000	2,250	125,000
218	York, Pa.	61,000															69,000
219	Lincoln, R. I.*																225,333
220	Newport, R. I.	3,500											34,006	174,002		17,325	176,000
221	Pawtucket, R. I.*	61,200															21,450,000
222	Providence, R. I.	62,100															29,100
223	Warwick, R. I.																125,000
224	Woonsocket, R. I.	1,400															39,750
225	Charleston, S. C.*																133,050
226	Chattanooga, Tenn.	660															194,500
227	Knoxville, Tenn.	660															31,100
228	Memphis, Tenn.	1,700															45,000
229	Nashville, Tenn.	1,000															
230	Houston, Tex.*	6680															
231	San Antonio, Tex.*																
232	Burlington, Vt.																
233	Rutland, Vt.*																
234	Alexandria, Va.																
235	Danville, Va.*	1,100															
236	Lynchburg, Va.																
237	Norfolk, Va.*																
238	Petersburg, Va.																
239	Portsmouth, Va.																
240	Richmond, Va.*	1,125															
241	Appleton, Wis.*	1,200															
242	Fond du Lac, Wis.*																
243	Janesville, Wis.																
244	La Crosse, Wis.	1,200															
245	Madison, Wis.	2,000															
246	Milwaukee, Wis.	62,500															
247	Oshkosh, Wis.	61,750															
248	Racine, Wis.	2,000															
249	Watertown, D. C. }	1,600															
250	Georgetown, D. C. }	1,300															
251	Washington, D. C. }																

\* From Report of the Commissioner of Education for 1880. e There are also special teachers of German, receiving an average salary of \$670; teachers of unclassified schools, with average salary of \$500, and teachers of education and book-keeping, receiving respectively \$1,300 and \$1,000. f In 1878.

a These are maximum salaries. b Monthly salaries. c For teacher of German. d The principal of the school for deaf-mutes receives \$1,200, and the male and female assistants \$400 and \$300 respectively.

g For teacher of music and French. h In 1879. i These statistics are for white schools only; for those in which colored schools are included, see Table I.





30	Belleville, Ill.	5,863,180	1,956,060	9.47	12,173	22,797	5,136	28,583	284	1,894	48,000	468
31	Chicago, Ill.	119,132,788	2,000,000	5.4	1,374	2,555	150,000	1,006,285	766	165,917	1,345,765	8,750
32	Danville, Ill.*	5,000,000	2,000,000	13.5	0	0	0	31,036	77	10	35,135	(231)
33	Elgin, Ill.	5,873,142	1,857,714	4.36	6,460	35	2,596	22,361			31,452	133
34	Freeport, Ill.	4,883,553	1,627,851	5	14						33,747	
35	Galesburg, Ill.	5,393,878	2,696,939	4.5		(360)			94		20,652	50
36	Jacksonville, Ill.	2,398,500	6,308,500	10	1,157	0		16,000	57	952	33,691	2,287
37	Joliet, Ill.	2,552,792	2,552,792	4.1	8.2			27,805	231		23,362	250
38	Moline, Ill.				3,512	256		18,914	50		36,055	100
39	Ottawa, Ill.	6,972,558	1,743,389	4.5	18	0		20,000	50		22,668	25
40	Peoria, Ill.	6,305,111	6,305,111	2.33	7	101		39,643	3		3,566	982
41	Quincy, Ill.	18,915,333	5,500,000	2.06	6.4			36,025	184	3,566	53,837	957
42	Rockford, Ill.	4,142,167	4,142,167	3.33	10	95,018		32,391	230	16,592	64,590	115
43	Rock Island, Ill.	8,183,787	2,727,929	3.33	10	5,987		23,548	230	109	32,615	23
44	Springfield, Ill.	20,000,000	4,600,000	10				38,802	517	188	4,710	242
45	Evansville, Ind.				24,541			37,242			15,000	880
46	Fort Wayne, Ind.	11,547,805	11,547,805	3.3	8,825			13,072			95,587	1,500
47	Indianapolis, Ind.	51,455,965	51,455,965	16.34	77,882			21,379	125	12,660	147,207	2,652
48	La Fayette, Ind.	20,000,000	10,000,000	2	54,472	706		52,399	5	707	19,709	323
49	Logansport, Ind.	*3,723,330	2,363	(21,106)	464	17,152		14,573		2,550	90,905	500
50	Madison, Ind.	4,000,000	4,000,000	3.5	9,526			378	10	1,700	41,463	740
51	Richmond, Ind.*	48,331,005						8,535			37,483	
52	South Bend, Ind.	15,000,000	15,000,000	3.2	18,738			32,218	32	16	81,911	423
53	Terre Haute, Ind.	5,000,000	5,000,000	5	20,800				120		23,000	
54	Vincennes, Ind.	2,000,000	2,000,000	13				18,532			89,430	7,809
55	Cedar Rapids, Iowa							36,488	117		22,032	0
56	Clinton, Iowa*					3,500			380	988	79,190	22,182
57	Council Bluffs, Iowa.	12,000,000	2,939,260	57	36,633	2,172		(44,290)			91,678	545
58	Davenport, Iowa.	16,000,000	4,425,236	58	35,990						65,618	15
59	Des Moines (west side), Iowa.*	6,500,000	3,201,530	6.5	13	3,570		37,588			6,291	514
60	Dubuque, Iowa.	*12,885,310	7,731,186		778	9,476		51,000		1,925	63,179	677
61	Keokuk, Iowa.	46,000,000	46,000,000	8				30,429			30,429	250
62	Muscatine, Iowa.	3,302,496	1,651,248	5	11	986		18,164		544	23,916	1,050
63	Ottumwa, Iowa.	6,435,000	2,145,788	3	8.75	9,368		20,112			32,920	
64	Lawrence, Kans*	1,556,583									20,423	155
65	Leavenworth, Kans	10,000,000	3,200,000	5	2,600	5,085		15,269	1,771	238	26,048	167
66	Topeka, Kans	42,430,181		8				43,241	486	54	55,604	
67	Crofton, Ky*	18,000,000	14,000,000	2.5				159,235	1,417		223,403	
68	Lexington, Ky*		4,964,005	2.5				17,025	56	4,370	30,144	0
69	Louisville, Ky*	69,216,293	69,216,293	1.4	248			4,622	67	0	7,854	0
70	Newport, Ky*	12,000,000	6,800,000	2	0	34		2,873			209,838	932
71	Paducah, Ky	4,000,000	2,900,000	2		268		2,873			12,000	646
72	New Orleans, La	103,975,682						4,857	8	15	16,830	1,000
73	Auburn, Me.	5,180,000	5,180,000	2.25	2,000			9,150	185		14,922	300
74	Augusta, Me.	4,768,828										

\* From Report of the Commissioner of Education for 1880.

a For libraries and apparatus.

b Bonds for building purposes are sold and redeemed by the city council, and

no account of them appears in the records of the board of education.

c Including Monroe County.

d From poll tax and city appropriation.

e These figures are for city and county.

f Includes a poll tax of \$640.

g From loans.

h From sale of lands.

i In 1879.

j These statistics are from a return for 1880.

TABLE II. — School statistics of cities containing 7,500 inhabitants and over, for 1881, &amp;c.—Continued.

Cty.	Total taxable property in the city.		Tax for school purposes.		Balance on hand from last school year.	Amount received from interest on permanent fund.			Amount received from taxation.		Amount received from all other sources.	Total receipts.	Expenditures.			
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.		Amount received from			Amount received from				Furniture and apparatus.	Permanent.	Libraries.	
						State.	County.	Local.	State.	Local.						Sites and buildings.
1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
Bangor, Me.....	\$10,000,000	\$9,084,528		2.45	\$28				\$8,229	\$22,000	\$305	\$7	\$30,569			
Bath, Me.....			2.1	2.33					4,764	13,250	68		18,082		\$403	
Biddeford, Me.....	6,000,000	5,500,000	2.1	2.33					5,945	13,500			19,445			
Lewiston, Me.....		9,957,237		2.5					9,159	24,000	79		33,238			
Portland, Me.....	31,153,656	31,153,656	2.5	2.5	0	\$0	\$0	\$0	15,773	76,991	1,380		94,144	\$13,432		
Rockland, Me.....	3,462,990	3,462,990	2	2	0	0	0	0	3,120	7,580	157	0	10,857		0	\$0
Baltimore, Md.....	247,000,000	247,000,000							150,365	413,458	46,927	12,250	623,000	58,931	7,067	
Boston, Mass.....	665,554,537	665,554,537								1,413,850	(152,972)	1,566,822	215,360	215,360	1,716	
Brockton, Mass.....	6,100,000	6,100,000				303		324	(36,002)	28,600			29,227	1,100		
Brookline, Mass.....	23,723,300	23,723,300		1.5						101,724	556	768	103,048	7,936		
Cambridge, Mass.....	49,629,060	49,629,060		3.2						22,950	112	1,102	24,386	4,002	306	42
Chelsea, Mass.....	15,761,537	15,761,537		3.6						20,788	40	223	21,305	2,244		
Chicopee, Mass.....	7,707,840	5,138,560	3	4.5	0	222							683,000	10,229		
Clinton, Mass.....	4,444,000	4,444,000	4.6	4.6		254										
Fall River, Mass.....	39,050,761	39,050,761														
Fitchburg, Mass.....	9,508,584	9,508,584		3.9	819	218				35,772	77	51	36,937			
Gloucester, Mass.....	12,151,725	8,101,150	2.84	4.26		0	0	0		48,445		20,887	69,332	20,000	900	400
Haverhill, Mass.....	9,861,955	9,861,955	4.56	4.56	0	290			45,500	56,207	107	416	46,327	2,700		
Holyoke, Mass.....	15,993,873	11,977,405	2.33	2.8	2,268					71,901	132		58,851	16,825	1,112	471
Lawrence, Mass.....	30,000,000	25,000,000	2.6	3.1	2,581	0	0	0	0	130,000	150	11,657	144,387	25,700	2,059	0
Lowell, Mass.....	50,000,000	41,102,016	2.6	3.1									33,677	25,700		
Lynn, Mass.....		24,992,084											33,677	25,700		
Malden, Mass.....	14,000,000	10,747,905	2.69	3.5						38,498	15		38,513	500		
Marlborough, Mass.....		3,562,583		4.19		830		408		20,000			21,238			
Medford, Mass.....	7,588,276	7,588,276	4	4		122	0			29,715	0	0	29,857		300	
New Bedford, Mass.....		27,115,322											82,266			
Newburyport, Mass.....		7,535,456											82,266			
Newton, Mass.....	26,300,000	26,300,000	3.1	3.3									82,266			
Northampton, Mass.....	7,131,900	6,612,270	3	3.3	913	198		54		83,900	118	733	84,633	0	0	0
										22,003		327	23,615			



[illegible]

\* From Report of the Commissioner of Education for 1880. *c* Includes expenditure for repairs.

z Appropriation for day schools, 1880.

*g Exclusive of Gold Hill, a separate district.*

**CONCLUSIONS**

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Total taxable property in the city.		Tax for school purposes.		Balance on hand from last school year.	Amount received from interest on permanent fund.			Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Expenditures.		
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.		Amount received from interest on permanent fund.			State.	Local.				Sites and buildings.	Furniture and apparatus.	Libraries.
						State.	County.	Local.								
1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
152 Brooklyn, N. Y.	\$400,000,000	\$255,265,945			\$21,668		(\$7,183)		\$269,540	\$825,384	\$0	\$5,445	\$1,129,220	\$40,000	\$18,850	\$1,968
153 Buffalo, N. Y.*	89,237,320	89,237,320			5,944				79,372	269,694	66	1,963	351,095	598	1,219	291
154 Colosée, N. Y.*	10,832,664	3,660,888	2.4	7.2	5,944				10,196	26,054	22	34	42,250		150	10
155 Elmira, N. Y.*	10,633,000	10,633,000	4.75	4.75	6,574	\$13,600				50,523	1,115		71,812	10,200	131	20
156 Hornellsville, N. Y.*	6,000,000	1,793,100	1.5	5.2					4,691	9,396	89	192	14,568	8,000	1,000	62
157 Hudson, N. Y.*													21,168	8,000	1,000	
158 Ithaca, N. Y.	6,000,000	2,533,833	3.2	7.58	88	737	\$239		6,249	19,130	1,553	1,654	29,650	7,332	676	133
159 Kingston, N. Y. <sup>a</sup>	5,475,440	5,475,440	3.28	3.28		388			5,586	18,342	417	518	25,633	178	18	18
160 Lockport, N. Y.*	8,250,000	5,270,780	2.1	3.2	9,895	250			8,779	17,000	1,895	3	37,822	634	216	216
161 Long Island City, N. Y.		64,681,847			1,257	9,721				35,025			46,003			
162 Newburgh, N. Y.	17,000,000	8,591,859	2.1	4.2	5				10,594	36,695	493		47,787	1,391	2,028	2,779
163 New York, N. Y.	1,644,635,197	1,233,476,398	2.24	2.99					3,690,283				3,690,283	247,065	96,445	
164 Ogdensburg, N. Y.*					8,610				6,507	3,690,283			615,117		3,000	
165 Oswego, N. Y.	6,712,111	6,712,111	4.5	4.5	2,152				13,405	29,178	92	2,976	47,803	1,984	185	583
166 Plattsburgh, N. Y.	3,000,000	2,000,000	5	2.41	149	5,384				11,541			18,246		259	
167 Poughkeepsie, N. Y.	11,932,115	11,932,115		2.41	12,215				12,390	23,219			53,824	2,707	338	3,473
168 Rochester, N. Y.	85,000,000	36,052,370	1.51	3.58	2,086				36,134	146,480	1,909	28,000	214,609	13,855	838	7,776
169 Rome, N. Y.	7,500,000	3,869,741	1.05	2.05	7,715				5,932	7,900	440	1,012	15,999			
170 Saratoga Springs, N. Y.	19,201,040	3,840,208	.8	4	12,644				6,037	16,000	109	217	35,027	1,684	443	312
171 Schenectady, N. Y.*													23,092	(1,234)		
172 Syracuse, N. Y.	28,104,332	28,104,332	3.2	3.2	6				30,964	92,000	1,370	4,500	128,840	15,265	3,007	2,554
173 Troy, N. Y.*	46,492,376	15,497,492	2.3	3.4	13,520				28,356	62,500	1,023	1,000	106,399	0	0	
174 Utica, N. Y.	21,940,721	16,921,725	2.5	3.4	32,471	0	0	0	20,044	56,800	711	893	110,919	10,560	760	1,003
175 Watertown, N. Y.*													39,373	(4,124)		
176 Raleigh, N. C.	\$10,000,000	\$6,193,596		1.2									\$10,732			
177 Akron, Ohio	10,000,000	7,286,300	4.25	6	269				6,843	45,051	(4,294)		88,457	7,495	0	0
178 Canton, Ohio		5,379,824		5	9,293	459			6,338	26,889	6,338		49,172	9,185	150	150
179 Chillicothe, Ohio.		5,161,551	4	5.75	9,422			75	4,911	27,687	31	936	43,062	4,450	348	1,106
180 Cincinnati, Ohio.	7,373,645	162,500,000			153,867	1,351		13,463	134,485	425,000	3,000	11,775	742,941	18,546	10,023	20,568

181	Cleveland, Ohio.....	*220,941,552	*73,647,194	3,814	215	76,210	313,881	299	20,054	f399,030	63,285	12,841
182	Columbus, Ohio.....	48,000,000	29,958,756	10,450	1,704	21,260	155,708	347	1,583	207,986	18,245	2,830
183	Dayton, Ohio.....	27,000,000	19,500,000	37,444	2,023	16,289	118,966	61	642	176,333	11,009	1,576
184	Fremont, Ohio.....	3,000,000	2,000,000	2,023	61	3,515	11,339	53	230	17,610	2,000	(50)
185	Hamilton, Ohio.....	7,000,000	5,600,525	17,543	555	3,794	24,244	212	272	46,419	2,151	2,000
186	Ironton, Ohio*.....	3,535,420	2,963,139	12,705	256	4,043	15,051	222	272	20,748	2,151	2,000
187	Newark, Ohio.....			12,705		5,807	26,922			45,656		
188	Portsmouth, Ohio.....	*4,694,617		9,351	583	8,951	28,507	406	8,000	*49,108		
189	Sandusky, Ohio.....	4,471,000		10,528	259	4,304	39,565	23	239	55,798	5,093	
190	Springfield, Ohio.....	615,000,000		17,250	40	8,660	18,843	390	100	84,648	13,160	6,702
191	Steubenville, Ohio.....	5,409,440		10,309	40	4,269	13,854	30	28,507	45,307	0	009
192	Tiffin, Ohio.....	3,126,000		49,241		22,527	112,703		51,572	28,507		(3,500)
193	Toledo, Ohio.....	27,000,000		8,843	555	4,336	33,593	1,364	317	236,103		
194	Zanesville, Ohio.....	7,418,810		79	3,922	54,180	54,180	1,364	48,279	57,409	5,994	1,232
195	Portland, Ore.....	11,500,000		19,275	14,394	178,889			260,837	260,837	11,596	2,134
196	Allegheny, Pa*.....	46,000,000		5,713	260	(50,897)			62,637	(47,006)		170
197	Allentown, Pa*.....			5		3,312	30,328	201	23,547	57,388	17,851	1,835
198	Altoona, Pa.....	9,500,000		15		1,589	8,608	1	10,204	57,388	17,851	1,835
199	Brauford, Pa.....	2,100,000		17		95,719	24,256	411	96	10,204	2,426	603
200	Carbondale, Pa.....	2,500,000		3,111	6				31,482	31,482	1,303	11,221
201	Chester, Pa.....	6,384,409		253		7,108			8,968			
202	Danville, Pa*.....	2,090,883		1,607					57,509			
203	Easton, Pa.....	69,201,624		12,390	5,722	48,617			66,799	11,509		
204	Eric, Pa*.....	11,000,000		3,052		66,998			24,485	66,799	11,509	
205	Harrisburg, Pa.....	15,085,152		5,067	1,857	13,725			20,856	21,091	2,392	
206	Lebanon, Pa.....	4,200,000		3,333	0	0			0	20,856	2,392	
207	Meadville, Pa*.....	3,425,575		437	0	1,839	23,003	885	15,118	36,816	815	836
208	New Castle, Pa.....	3,000,000		642		6,184	12,298	248	84	30,085	11,746	
209	Norristown, Pa.....	6,533,880		7	2,455	31,261	31,261	1,505	1,438,849	63,062	2,631	75
210	Philadelphia, Pa.....	543,693,129		755	429,549	1,438,094		0	24,202	57,754	8,976	
211	Pittsburgh, Pa.....	96,721,883		67,948		9,398	65,580		2,300	77,287	8,234	860
212	Reading, Pa.....	20,000,000		19,670		8,004	76,888	0	0	191,075	8,234	860
213	Sheraton, Pa*.....	30,000,000		16,183		1,840	11,389		13,229	3,220	4,010	
214	Shenandoah, Pa*.....	5,000,000		10		2,187	25,933	111	2,860	50,558	1,361	426
215	Shenandoah, Pa.....	3,000,000		12	10	4,646	37,641	131	17,751	55,935	2,155	216
216	Thruville, Pa.....	1,322,815		5,916	2,502	3,062	16,174	160	4,546	21,960	233	
217	Williamsport, Pa.....	7,228,375		3,2	3,2	6,439			27,138	(8,000)	53	439
218	York, Pa.....	8,000,000		6,716,580		400	31,000	542	360	43,460		
219	Lincoln, R. I*.....	8,000,000		580					51,000			
220	Newport, R. I*.....	25,105,200		25,173		25,279	167,000	904	6,929	232,285		
221	Pawtucket, R. I*.....	17,839,212		24		4,128	6,000	1,319	1,319	232,285	(27,873)	
222	Providence, R. I.....	*168,547,726		24					36,971			
223	Warwick, R. I.....	10,104,900		1.5					36,971			
224	Woonsocket, R. I.....	*8,827,565		3					6,142	65,142		
225	Charleston, S. C*.....	26,422,000		3					17,186			
226	Chattanooga, Tenn.....	4,200,000		6		6,850	10,102	183	51	17,186	2,750	43

\* From Report of the Commissioner of Education for 1880.

e From sale of bonds.

f So reported, though the items given amount to but j In uncollected taxes, and not, therefore, included in

g \$933,855.

h For furniture and books.

i Total of items reported.

j For city and county.

k From State appropriation.

l From State appropriation.

m From State appropriation.

n From State appropriation.

o From State appropriation.

p From State appropriation.

q From State appropriation.

r From State appropriation.

s From State appropriation.

t From State appropriation.



TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Total taxable property in the city.		Tax for school purposes.		Receipts.										Expenditures.		
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	Amount received from interest on permanent fund.			Amount received from taxation.		Amount received from all other sources.	Total receipts.	Permanent.				
						State.	County.	Local.	State.	Local.			Sites and buildings.	Furniture and apparatus.	Libraries.		
1	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	
227 Knoxville, Tenn.....	\$4,592,735	\$3,674,188	3	2.5					\$5,695	\$9,000	\$1,006	\$0	\$15,701		\$180		
228 Memphis, Tenn.....	12,650,030	12,650,030		2					16,630	16,494	416	8	33,548				
229 Nashville, Tenn.....	18,750,000	15,300,000		5	\$0	\$0	\$0		3,672	76,502	0	215,436	95,610	\$0	830	\$0	
230 Houston, Tex*.....	6,000,000	6,000,000											217,591				
231 San Antonio, Tex*.....	12,000,000	8,436,556			5,798	9,022		6,530				1,200	22,550	4,500	375		
232 Burlington, Vt.....													18,827	886			
233 Rutland, Vt*.....																	
234 Alexandria, Va.....	4,600,000	4,598,000	2.8	2.8	1,835				4,848	7,200	0	200	14,083		115		
235 Danville, Va*.....	2,718,620	2,718,620				408	0	0	1,171	2,576	0	1,844	5,999	0	0	0	
236 Lynchburg, Va.....		8,000,000	236	4.5	75				5,612	35,917	444	52	42,100	21,000	832	0	
237 Norfolk, Va*.....	9,674,451	9,674,451			553	0	0	0	7,493	11,500	0	0	19,546	725	9	0	
238 Petersburg, Va.....		8,576,967	238	1.9	25				6,763	10,400	262	50	17,500			0	
239 Portsmouth, Va.....	3,130,230	3,130,230		2		0	0	0	3,396	5,725	0	0	9,122	0	0	0	
240 Richmond, Va*.....	39,766,706	39,766,706			12,622				24,905	70,000		914	108,441	8,610	337	0	
241 Appleton, Wis*.....													22,886	731	(384)		
242 Fond du Lac, Wis*.....	3,412,120	3,412,120		6	187				2,171	20,503	132	370	23,363		1,575	(771)	
243 Janesville, Wis.....	5,247,847	3,935,585	3	4	16,043				1,405	2,701	170	180	20,069	2,000			
244 La Crosse, Wis.....	8,000,000	3,287,536	2.5	8	14,461	1,689	1,672	338		28,700	155		47,015	2,000			
245 Madison, Wis.....	6,000,000	4,500,000											29,008	1,212	(831)		
246 Milwaukee, Wis.....	58,178,074	58,178,074		2.5	100,886	0	0	0	15,663	190,110	1,841		308,500	13,586	2,982	85	
247 Oshkosh, Wis.....		5,052,119		6.5	10,948					33,000	36	3,150	47,134				
248 Racine, Wis.....	8,155,230	8,155,230	3.09	3.09	3,231		(2,431)			27,200		743	33,605		1,103		
249 Watertown, Wis.....	3,000,000	1,500,000		6.5	4,526	1,445	1,425			8,403	(512)		16,311	885	719	53	
250 Georgetown, D. C.....						0	0	2,577	0	495,385	0	1,306	499,268	287,300	45,987	0	
251 Washington, D. C.....	82,538,706	82,538,706															

\* From Report of the Commissioner of Education for 1880.

a From State and county.

b From a loan.  
c In 1879.  
d These statistics are for white schools only; for those in which colored schools are included see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Expenditures.										Average expenses per capita.				
	Payment of indebtedness.		Tuition.		Incidental or contingent expenses.							Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.		
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.			All other supplies and current expenses.	Total expenditure.
1	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
Selma, Ala.*			\$1,500	\$1,510		\$762							\$1,510	\$10.82	\$3.77
Little Rock, Ark.			1,500	16,681			\$440	\$650	\$525	\$1,617	\$15	\$5,574	31,872	19.87	7.19
Los Angeles, Cal.			2,400	23,930	\$600	8,625	1,890	1,468	3,307	3,636	423	6,602	37,403	24.58	5.13
Oakland, Cal.			87,600	533,755	7,800	40,348	3,938	5,756	3,307	332,278	2,000	27,957	827,324	21.37	4.11
San Francisco, Cal.				28,865	1,290	3,196	1,053	0	493	634	86	1,606	45,594		
Stockton, Cal.			3,000	42,938	600	3,280	3,118	187	450	2,294		4,192	131,157	16.82	4.81
Denver, Colo. (½ of city)	\$17,116		2,000	18,000	600	1,000	3,500	3,500					26,000		4.57
Leadville, Colo.			2,200	42,566	125	2,669	1,898	615		9,303	136	1,371	61,337	12.68	
Bridgeport, Conn.*				18,208								67,587	27,604		
Danbury, Conn.*				21,315			\$1,882			1,720		4,148	31,501		
Derby, Conn.				10,810									12,580		
Greenwich, Conn.*				107,577								\$46,921	133,932		
Hartford, Conn.*			700	26,370		2,240	\$1,560				\$550	5,991	31,220	15.15	2.32
Meriden, Conn.				20,165			\$1,518			619		2,226	23,635		
Middletown, Conn.			300	15,373	300		\$1,976			2,290		4,191	193,660	12.60	5.46
New Britain, Conn.				17,373						5,438	407	4,191	93,795	16.37	3.69
New Haven, Conn.	1,000		2,700	138,501	2,475	9,202	5,742	1,275	2,077	2,438		3,510	22,735		
New London, Conn.				16,030			\$1,281			1,774		2,433	26,772		
Norwalk, Conn.				21,120			\$1,503			1,556		7,199	84,817		
Norwich, Conn.				43,420			\$7,043			4,152			20,041		
Stamford, Conn.*				16,733								61,316	29,041		
Waterbury, Conn.*				21,106								\$13,225	46,761		
Wilmington, Del.			1,600	49,599	650	2,505	2,865	1,150	284	7,953	5,764	1,119	73,580	11.66	5.09
Key West, Fla.				4,802	400	240						15	3,457	(10.49)	
Atlanta, Ga.*													51,973		

\* From Report of the Commissioner of Education for 1880.

a Amount paid for teaching only.

b Includes expenditure for permanent improvements.

c For all incidental or contingent expenses.

d Fuel and incidentals.

e Estimated.

f Including Monroe County.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

Cities.			Expenditures.													Average expenses per capita.	
Payment of indebtedness.			Tuition.			Incidental or contingent expenses.							Total expenditures.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.		
Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, etc.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.						
106	107	108	109	110	111	112	113	114	115	116	117	118	119	120			
1																	
Augusta, Ga.	\$0	\$1,800	\$15,761	\$2,138	\$180	\$462	\$975	\$212	\$816	\$762	\$187	\$32,480	\$10.64	\$2.45			
Columbus, Ga.		\$1,800	10,435	0		377		89	1,259		\$2,504	16,971	9.50	1.88			
Macon, Ga.		\$1,800	\$20,953									\$23,257	14.89	1.45			
Savannah, Ga.			41,535			450	300	200	600	23	281	43,985	9.90	1.45			
Bellefonte, Ill.	14,240		17,250		1,659	426		162	1,354	23	16,823	216,506	14.49	3.71			
Chicago, Ill.	80,955	6,000	581,962	10,138	50,843	42,567	13,712		46,506	4,763	2,162	21,972	11.33	1.76			
Danville, Ill.	(2,701)	1,200	13,738					141	185		322	21,686	11.10	2.36			
Elgin, Ill.		1,000	9,192	75	725	726						23,170					
Freeport, Ill.										25		20,395	11.75	2.63			
Galesburg, Ill.		1,600	15,021		1,195	940		150	1,414		\$2,000	33,887					
Jacksonville, Ill.	9,600		20,000	250	1,710	570	165	400	1,173		196	31,060	10.04	2.57			
Joliet, Ill.		1,500	17,100		1,095	669			1,663	1	862	19,909	10.53				
Moline, Ill.	5,052	1,400	8,827	150	1,270	821		574	1,431	0	453	20,809	13.17	4.94			
Ottawa, Ill.	0	1,200	13,935	100	2,270	3,924		279	3,997			54,683	10.39	3.66			
Peoria, Ill.	(38,169)			678	4,503			466	3,997	199	1,727	49,099	12.49	3.98			
Quincy, Ill.	2,171	1,567	27,029	388	1,571	(4,226)	420		1,361			32,615					
Rockford, Ill.	4,928		(23,352)	200				256	1,299	217	569	35,702	13.18	3.64			
Rock Island, Ill.		2,800	17,829		2,653	630	75		3,213		3,259	36,181	11.43				
Springfield, Ill.			25,714			822		2,000	9,649	100	3,000	97,705					
Evansville, Ind.	3,000	2,500	59,660	1,200	546	2,000	250		1,503	100	1,503	63,516	17.63	3.94			
Fort Wayne, Ind.		7,330	39,370	1,570	3,548	2,170		593	4,434	(15,064)		231,457	16.05	4.69			
Indianapolis, Ind.	9,400	10,650	194,867	2,956	8,890	6,833	480	1,443	1,494	150		46,818	18.60	4.88			
La Fayette, Ind.		3,000	26,958	750	2,760	2,500	300	200	1,200	150	945	29,058	12.58	4.01			
Logansport, Ind.		2,000	13,800	300	1,159	1,534		696	427	100	5,245	28,754	14.11	8.27			
Madison, Ind.	5,450			950	1,364	800		166	2,000								
Richmond, Ind.			18,129														
South Bend, Ind.	52	2,500	42,608	1,170	3,137	1,093		748	1,624	1.0	1,189	25,037	9.99	1.89			
Terre Haute, Ind.	33									1.0		55,726	14.33	2.87			



54	Vincennes, Ind.	(9, 850)	200	695	400	4, 077	378	1, 436	2, 937	11, 185	8 94	5 61
55	Cedar Rapids, Iowa	16, 402	920	1, 400	2, 937	1, 436	378	1, 436	2, 937	11, 185	8 94	5 61
56	Clinton, Iowa	12, 642	125	1, 272	1, 436	378	1, 436	2, 937	11, 185	8 94	5 61	6 20
57	Council Bluffs, Iowa	20, 044	200	2, 100	1, 010	550	550	212	1, 436	61, 628	16 58	6 20
58	Davenport, Iowa	(53, 543)	841	5, 690	1, 010	3, 015	17	3, 471	1, 436	66, 195	16 30	6 53
59	Des Moines (west side), Iowa	24, 516	2, 170	1, 650	1, 650	1, 650	170	4, 116	2, 275	55, 271	16 65	6 53
60	Dubuque, Iowa	35, 770	1, 500	3, 472	4, 039	32	1, 602	1, 021	2, 110	60, 405	13 94	5 36
61	Kearney, Iowa	14, 885	200	1, 400	1, 400	550	1, 010	755	1, 436	22, 050	11 96	6 99
62	Muscatine, Iowa	11, 902	171	1, 440	996	360	360	4, 010	1, 436	21, 197	11 96	6 99
63	Osceola, Iowa	11, 788	648	918	540	496	213	2, 602	1, 068	18, 932	9 15	0 88
64	Lawrence, Kans.	(19, 403)						803	983	21, 892	9 15	0 88
65	Leavenworth, Kans.											
66	Topeka, Kans.											
67	Covington, Ky.	32, 987	420	2, 250	588	234	18	2, 393	3, 460	56, 317		
68	Lexington, Ky.	150, 018	2, 400	12, 373			1, 228	8, 097	15, 773	218, 694	13 43	3 05
69	Louisville, Ky.	9, 634	275	1, 625	968			0	378	27, 898	10 40	1 87
70	Newport, Ky.	6, 330	60	2, 290	381	358	156	544	0	382	9 89	2 11
71	Paducah, Ky.	229, 998	8, 400	13, 294	2, 923	8, 188	36	5, 647	5, 402	274, 844	16 37	2 50
72	New Orleans, La.	13, 207	609	609	843	36	233	615	975	17, 164	9 60	2 95
73	Auburn, Me.	9, 500	200	800	800	800	75	2, 300	100	75	19, 796	
74	Augusta, Me.	23, 202	250	1, 254	1, 317	247	1, 340	902	1, 056	30, 563	9 65	2 53
75	Bangor, Me.	12, 613	400	500	1, 357	1, 357	25	1, 190	600	22, 674	13 57	3 41
76	Bath, Me.	17, 366	918	1, 825	1, 825	1, 825	1, 825	1, 868	1, 965	33, 282	12 13	3 93
77	Biddeford, Me.	23, 516	1, 450	3, 500	3, 500	3, 500	8, 437	1, 200	1, 810	94, 144	13 72	4 38
78	Lewiston, Me.	59, 415	1, 000	3, 100	3, 500	3, 500	333	4, 953	35, 476	681, 921	8 06	1 55
79	Portland, Me.	9, 110	639	774	774	774	27, 705	4, 953	35, 476	681, 921	16 36	4 57
80	Rockland, Me.	0	3, 600	22, 000	19, 067	19, 067					(427 15)	
81	Baltimore, Md.	5, 020	476, 462									
82	Boston, Mass.	1, 112, 932										
83	Brockton, Mass.	1, 112, 932										
84	Brookline, Mass.	750	1, 400	1, 400	1, 600	1, 600		2, 296	75	555		
85	Cambridge, Mass.	128, 816	200									
86	Chelsea, Mass.	(42, 729)	300	(418, 776)								
87	Chicopee, Mass.	15, 282										
88	Clinton, Mass.	1, 274	1, 112	30	9	148		3, 451	1, 369	163, 348	19 88	3 56
89	Fall River, Mass.	1, 154	1, 182	30	9	700		2, 199	2, 961	28, 825	20 48	4 07

### Salaries of all officers.

<sup>i</sup>Based on average number belonging.

*j* Includes repairs.

*d* These statistics are from a return for 1880.

*Total of items reported.*

<sup>f</sup>This does not include amount paid for indebtedness.

*by Fuel and incidentals.*

From Report of the Commissioner of Education for 1880.

<sup>2</sup> These figures are for city and county.

Items not fully reported.

For all incidental or contingent expenses.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1881, &c.—Continued.*

City.	Expenditures.													Average expenses per capita.		
	Incidental or contingent expenses.															
	Payment of indebtedness.		Tuition.		Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.			
Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	110										111	112	113
1	106	107	108	109												
New Bedford, Mass.				\$57,950	\$300	\$4,121	\$4,582	\$150		\$2,000	\$3,000	\$20,157	\$78,107			
Newburyport, Mass.			\$2,430	64,470		967	1,106			2,030	249	3,557	84,000			
Newton, Mass.		\$0	1,000	17,796												
Northampton, Mass.*				18,644	100	1,425	1,460	125		1,800	1,177	1,138	618,644			
Pittsfield, Mass.			1,500	23,165						2,342	291	4,465	33,401			
Quincy, Mass.			2,000	23,119		3,247	3,797			9,241	565	3,528	82,461	16	85	
Somerville, Mass.			1,800	62,136	700	5,571	5,483			2,500	203	2,671	95,032	15	77	
Springfield, Mass.			3,000	68,753	375	2,500	2,000	300	250	2,075	600	2,679	48,298	14	01	
Taunton, Mass.			1,750	35,044		1,460	1,314	193		995	600	1,352	54,949			
Taunton, Mass.*			1,700	24,636		1,633	1,963			2,075	2,188	828	34,413	14	50	
Waltham, Mass.			1,800	23,926		5,963	8,065	962	108	6,136	905	4,753	200,485	14	75	
Woburn, Mass.			2,721	119,188	2,700											
Worcester, Mass.	0			12,198												
Adrian, Mich.*	7,823	7,643		16,422	100	1,234	1,263			1,905		4,636	31,800			
Ann Arbor, Mich.	1,910		1,500	16,205		1,850	1,412			200	867	1,178	27,718	12	55	
Bay City, Mich.	11,470		1,065	16,205		12,802	11,582	539		15,101	151	12,423	35,079	9	58	
Detroit, Mich.	0		3,300	156,220	4,735	3,988	3,026	140	475	2,052	75	1,268	267,292	12	94	
East Saginaw, Mich.	3,739	0	3,440	25,748	1,250	3,988	3,026	140	475	2,052	75	1,268	64,513	11	94	
East Saginaw, Mich.	8,789		2,000	13,974	317	1,722	724		653	762	75	468	29,858	10	80	
Flint, Mich.	9,412		800	13,974		1,722	724		653	762	75	468	29,858	10	80	
Grand Rapids, Mich.	10,226		2,000	48,414	300	4,109	4,230		655			3,499	90,952	13	82	
Grand Rapids, Mich.*	8,325		1,200	11,792		4,109	4,230		655			63,900	26,319	12	05	
Muskegon, Mich.																
Port Huron, Mich.				9,490		1,533			640		20		12,348	10	20	
Saginaw, Mich.	6,200		1,600	13,068	200	1,533	1,429			2,000			12,348	10	20	
Saginaw, Mich.	14,819		2,800	73,857	500	6,542	8,035			2,000		4,869	31,748	10	86	
Minneapolis, Minn.			2,000	57,736	3,000	6,542	8,035			2,000			150,456	17	13	
St. Paul, Minn.			2,000	57,736	3,000	6,800	2,750	1,950	392	4,159	(2,518)	6,357	130,413	20	11	
St. Paul, Minn.			1,000	9,234	100	1,257	514	120	295	1,015		4,062	24,120	12	79	
Stillwater, Minn.*	5,525				100	1,257	514	120	295	1,015		4,062	24,120	12	79	
Winona, Minn.	26,000				100	1,257	514	120	295	1,015		4,062	24,120	12	79	
Winona, Minn.		8,640	1,515	9,151	0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.					0	1,257	514	120	295	1,015		4,062	24,120	12	79	
Vicksburg, Miss.																







	8,405	2,500	2,000	35,353	550	3,674	2,467	376	873	218	3,000	68,425	12 80	3 83
204 Erie, Pa.*	5,964		1,300	51,014	1,444	4,920	2,532	761			707	93,825	13 33	2 43
205 Harrisburg, Pa.	6,975		500	3,403	350	1,882	733		699			18,881	8 25	1 64
206 Lebanon, Pa.	3,715		1,200	15,131	200	1,876	647					24,440	11 90	1 84
207 Meadville, Pa.	4,961		1,012	3,044	325	1,802	894	50	150		342	26,446	13 36	4 00
208 New Castle, Pa.	4,168		700	20,667	1,663	1,808	994		408	881		39,875	13 36	4 00
209 Norristown, Pa.				1,033,638	6,532	103,586	44,377	27,215	323	89,997	84,872	1,508,052	11 24	4 32
210 Philadelphia, Pa.	(108,504)	0	3,000	272,170	3,048	24,571	6,029	1,356	746		13,557	468,554	(20 86)	
211 Pittsburgh, Pa.	10,800		1,500	50,768	2,180	3,076	1,756	2,534	579	241	6,825	101,453	9 59	
212 Reading, Pa.			1,800	58,111	750	3,904	1,675	1,020	228		8,625	83,634	9 60	3 07
213 Scranton, Pa.			1,800	58,111	750	3,904	1,675	1,020	228		8,625	83,634	9 60	3 07
214 Shamokin, Pa.			800	7,236							41,949	19,204	8 46	
215 Shenandoah, Pa.	2,468		1,500	8,581	966	662	447	180	308		326	19,303	8 11	3 09
216 Titusville, Pa.	24,860		1,700	14,666	150	1,898	969	333	678	73	984	54,926	10 65	8 02
217 Williamsport, Pa.	20,800		1,200	22,706	325	3,106	1,340	180	275	175	8,152	42,346	10 27	2 83
218 York, Pa.			1,000	17,353	200	1,219	1,026	520	837		1,004	28,176	10 27	2 83
219 Lincoln, R. I.			300	15,110						300	2,826	43,445	21 65	5 26
220 Newport, R. I.			2,000	32,105		2,244	1,220	135	1,540			435,508		
221 Pawtucket, R. I.			800	24,096	50	2,000			20,000		4,865	208,464		
222 Providence, R. I.			3,000	171,718		11,700	629,208	600				11,458	10 53	
223 Warwick, R. I.			273	11,175	10							36,971		
224 Woonsocket, R. I.				(50,902)								62,840		
225 Charleston, S. C.*			1,500	13,758	60	591	471	815	1,701		6,887	62,840	10 88	1 95
226 Chattanooga, Tenn.				12,716	423	755	357		405		360	20,706	8 72	
227 Knoxville, Tenn.		885	1,500	30,733	1,084	1,540	1,095	248	2,029	1,231	433	15,699	12 56	3 61
228 Memphis, Tenn.			1,500	56,775	120	3,900	1,700	400	1,000	350	356	95,609	13 89	1 76
229 Nashville, Tenn.	0	25,828	4,350									15,346		
230 Houston, Tex.*			1,500	10,050		500	125	200	389			17,639	12 37	1 27
231 San Antonio, Tex.*				14,590								19,628		
232 Burlington, Vt.				13,152								32,643		
233 Rutland, Vt.*				8,333	300	600	400	105	135		42,644	32,643		
234 Alexandria, Va.	300	75	350	5,070				100	100		8,874	11,087	9 53	2 10
235 Danville, Va.*	0		100	12,716	35	100	402	100	100	15	77	5,999	7 14	1 14
236 Lynchburg, Va.		408	1,120	14,448	150	454	643	525	2,074	34	310	15,089	13 30	3 58
237 Norfolk, Va.*	0	0	1,080	12,825	450	300	300	200			1,221	16,214		
238 Petersburg, Va.			1,080	12,943	250	746	724	200	520		769	17,232	8 58	2 76
239 Portsmouth, Va.			720	6,750	350	177	257	0	85	140	191	8,670	13 00	2 08
240 Richmond, Va.*		8,122	10,485	45,971	3,135	2,613	959	200	591	201	642	83,802	10 95	2 21
241 Appleton, Wis.*	1,055			11,627					2,236		2,236	16,402	11 36	2 77
242 Fond du Lac, Wis*			500	16,825					1,300		3,103	22,499	18 12	
243 Janesville, Wis.			1,500	12,583		1,400			1,000		54	18,112	15 24	5 52
244 La Crosse, Wis.				23,943							2,236	35,348		
245 Madison, Wis.				16,136							2,236	35,348		
246 Milwaukee, Wis.		0	10,000	168,009	1,880	11,801	17,253	32,282			4,886	202,704	14 42	5 52
247 Oshkosh, Wis.												31,623		
248 Racine, Wis.				22,317	150			3,462			3,079	30,111	15 00	

\* From Report of the Commissioner of Education for 1880.

a For all incidental or contingent expenses.

b Expenditure for fuel and miscellaneous objects.

c Includes expenditure for fuel and insurance.

d For interest only.

e Items not all reported.

f Estimated.

TABLE II. — *School statistics of cities containing 7,500 inhabitants and over, for 1881, &c. — Continued.*

City.	Expenditures.													Average expenses per capita.	
	Payment of indebtedness.			Tuition.		Incidental or contingent expenses.									
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
1	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
249 Watertown, Wis.			\$400	\$8,018								\$1,682	\$11,757	\$8 40	1 60
250 Georgetown, D. C.	0	0	7,380	178,176	\$1,000	\$13,289	\$7,944	\$23,815	\$268	\$6,844	\$2,740	11,844	\$471,416	14 68	5 36
251 Washington, D. C.															

a For all incidental or contingent expenses.

b These statistics are for white schools only; for those in which colored schools are included, see Table I.

c Includes proportion paid to colored schools.

*Cities containing 7,500 inhabitants and over from which no statistics have been received.*

State.	City.	State.	City.	State.	City.	State.	City.	State.	City.
Alabama	Mobile	Illinois	Hyde Park	Massachusetts	North Adams	New Jersey	Millville	Pennsylvania	Johnstown
Do	Montgomery	Indiana	Jeffersonville	Do	Salem	Do	Randolph	Do	Lancaster
California	Sacramento	Do	New Albany	Do	Westfield	New York	Brookhaven	Do	McKeesport
Do	San José	Iowa	Burlington	Do	Weymouth	Do	Flatbush	Do	Pottsville
Connecticut	Windham	Kansas	Atchison	Michigan	Jackson	Do	Huntington	Do	Wilkes-Barre
Delaware	Dover	Louisiana	Shreveport	Do	Kalamazoo	Do	Yonkers	South Carolina	Columbia
Florida	Jacksonville	Maryland	Cumberland	Do	Lansing	North Carolina	Winnington	Texas	Austin
Illinois	Alton	Do	Frederick	New Hampshire	Concord	Ohio	Bellaire	Do	Dallas
Do	Aurora	Massachusetts	Attleborough	New Jersey	Bayonne	Do	Lima	Do	Galveston
Do	Bloomington	Do	Beverly	Do	Bridgeport	Do	Mansfield	West Virginia	Wheeling
Do	Cairo	Do	Milford	Do	Bridgewater	Do	Youngstown	Wisconsin	Eau Claire
Do	Decatur	Do	Natick	Do	Hoboken	Pennsylvania	Columbia	Utah	Salt Lake City
Do	East St. Louis								



TABLE III.—PART 1.—Statistics of public normal schools for 1881; from replies to inquiries by the United States Bureau of Education.

1	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of students.		
					State.	County.	City.	State appropriation per capita in the last school year. <sup>a</sup>	Total.	Male.	Female.
2	3	4	5	6	7	8	9	10	11	12	13
1	State Normal School.	Florence, Ala.	1873	Rev. Hardie Brown.	\$7,500				179	46	22
2	Normal School for Colored Teachers.	Huntsville, Ala.	1869	William H. Council.	2,000				134	69	65
3	Lincoln Normal University.	Marion, Ala.	1873	William B. Paterson.	4,000	\$0	\$0	\$20 00	222	94	128
4	Tuskegee Normal School.	Tuskegee, Ala.	1881	Booker T. Washington.	2,000	0	0	17 00	112	63	49
5	Normal department, Arkansas Industrial University.	Fayetteville, Ark.	1872	N. P. Gates, A. M.	(b)			(b)	82	69	13
6	Branch Normal College of Arkansas Industrial University.	Pine Bluff, Ark.	1875	Joseph C. Corbin, A. M.	2,000				123	53	70
7	Normal department of Girls' High School.	San Francisco, Cal.	1876	John Sweet.			5,000		155		
8	California State Normal School.	San José, Cal.	1862	Charles H. Allen, A. M.	23,300	0	0	77 08	489	60	372
9	Normal department of University of Colorado.	Boulder, Colo.		Joseph A. Sewall, M. D., LL. D., president.					9	3	6
10	Connecticut State Normal School.	New Britain, Conn.	1850	Isaac N. Carleton, A. M.	c87,000			80 00	150	15	135
11	East Florida Seminary.	Gainesville, Fla.	1853	Edwin P. Carter, A. M.	(f)				153	7	6
12	Normal department of North Georgia Agricultural College. <sup>4</sup>	Dahlonega, Ga.	1877	David W. Lewis, A. M., president.		0	0		78	67	11
13	Southern Illinois Normal University.	Carbondale, Ill.	1874	Rev. Robert Allyn, D. D., LL. D.	920,190			50 50	394	93	77
14	Illinois State Normal University.	Normal, Ill.	1857	Edwin C. Hewitt, LL. D., president.	22,494			0	802	169	269
15	Cook County Normal and Training School. <sup>h</sup>	Normalville, Ill.	1867	D. S. Wentworth.	0	115,000		27 50	714	34	189

\* From Report of the Commissioner of Education for 1880.  
<sup>a</sup> Exclusive of appropriations for permanent objects.  
<sup>b</sup> Appropriation in common with other departments of the university (see Table IX).  
<sup>c</sup> Of this sum, \$6,397 were from the fund donated by Congress for seminary and \$1,200 for permanent improvements.  
<sup>d</sup> Special appropriation for new building.  
<sup>e</sup> As East Florida Seminary; reorganized as State Normal School in 1880.  
<sup>f</sup> School is supported by interest of funds derived from sale of lands donated by the United States.  
<sup>g</sup> Of this sum, \$6,397 were from the fund donated by Congress for seminary and \$1,200 for permanent improvements.  
<sup>h</sup> Connected with this school is a Kindergarten normal department, in which there are ten students, under the instruction of Miss Matilda H. Koss.  
<sup>i</sup> Includes salary of clerk for county superintendent.  
<sup>j</sup> County appropriation per capita.

TABLE III.—PART 1.—Statistics of public normal schools for 1881, &amp;c.—Continued.

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of students.					
				State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year. <sup>a</sup>	Total.	Male.	Female.	Other.		
												5	6
1	2	3	4	5	6	7	8	9	10	11	12	13	14
16 Training school department of public schools.	Fort Wayne, Ind.	1867	Miss Martha A. Jones.					3	9				
17 Indianapolis Normal School.	Indianapolis, Ind.	1866	Lewis H. Jones.					1	20	1	19	0	0
18 Indiana State Normal School.	Terre Haute, Ind.	1870	George P. Brown.	\$17,000	\$0	\$0	\$28 91	12	588	257	331	20	
19 Burlington City Training School.	Burlington, Iowa.	1876	F. C. Gilchrist, Jr.	8,750	0	0	21 00	7	344	132	211	1	0
20 Iowa State Normal School.	Cedar Falls, Iowa.	1863	Miss Isabella N. Thompson.	0	0			1	18	1	17	0	0
21 Normal department of the High School.	Davenport, Iowa.	1873	Rev. Stephen N. Fellows, D. D.					61					
22 Chair of Didactics, State University of Iowa.	Iowa City, Iowa.												
23 Kansas State Normal School.	Emporia, Kans.	1865	R. B. Welch, M. A., president.	0	0	0		210	365	60	89	109	108
24 Normal department of University of Kansas.	Lawrence, Kans.	1876	Rev. James Marvin, D. D., president.					38	16	22			
25 Eastern State Normal School.	Castine, Me.	1867	Rolliston Woodbury.	6,000			30 00	5	202	96	106		
26 State Normal and Training School.	Farmington, Me.	1864	Charles C. Rounds.	6,333	0	0	63 33	8	100	26	74	0	0
27 Madawaska Training School.	Fort Kent and Van Buren, Me.	1879	Vetal Cyr, n. s.	1,000				2	52	12	20	5	15
28 State Normal and Training School.	Gorham, Me.	1879	William J. Corthell.	6,333	0	0	45 00	6	110	29	81	0	0
29 Normal Practice School.	Lewiston, Me.	1869	Miss Eleanor E. Jones.					1	9	0	9	0	0
30 Normal Training and Practice Class.	Portland, Me.	1878	Sarah M. Taylor.	0	0	1,550	0	9	198	0	8	104	86
31 Baltimore Normal School for Colored Teachers.	Baltimore, Md.	1864	John Core.	2,000			182	6	145	6	16	41	82
32 Maryland State Normal School.	Baltimore, Md. (Lafayette Square).	1866	M. A. Newell.	10,000	0	0	37 90	14	264	20	203	10	31
33 Boston Normal School.	Boston, Mass.	1852	Larkin Duntton.					7	69		69		
34 Massachusetts Normal Art School.	Boston, Mass.	1873	Walter Smith, art master.	17,000			57 83	9	294	81	203	2	8
35 State Normal School.	Bridgewater, Mass.	1840	Albert G. Boyden, A. M.	13,800			74 25	9	174	50	124	0	0





TABLE III.—PART I.—*Statistics of public normal schools for 1881, &c.—Continued.*

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.				
				State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year, <i>a</i>		Total.	Normal.		Other.	
										Male.	Female.		Male.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Wilson State Normal School.....	Wilson, N. C. ....	1881	Julius L. Tomlinson .....	\$700	\$100	.....	\$2 50	17	200	75	125	.....	.....
Cincinnati Normal School.....	Cincinnati, Ohio .....	1868	John Mickleborough.....	0	0	\$7,731	.....	9	56	0	56	.....	.....
Cleveland City Normal School.....	Cleveland, Ohio (72 Prospect street).....	1874	Oliver Arey .....	.....	.....	.....	.....	4	51	.....	51	.....	.....
Dayton Normal and Training School.....	Dayton, Ohio.....	1869	Jane W. Blackwood.....	.....	.....	.....	.....	4	15	.....	15	.....	.....
Pennsylvania State Normal School, sixth district.....	Bloomington, Pa. ....	1869	David J. Waller, jr.....	\$10,000	0	0	(d)	11	266	46	61	92	67
Southwestern State Normal School.....	California, Pa.....	1874	George P. Beard, A. M.....	2,500	.....	.....	(d)	12	525	176	174	87	88
State Normal School.....	Edinboro', Pa.....	1861	J. A. Cooper, A. M.....	5,000	.....	.....	10 50	12	522	253	223	25	21
State Normal School at Indiana.....	Indiana, Pa.....	1875	John H. French, LL. D.....	11,270	.....	.....	.....	13	392	130	132	55	55
Keystone State Normal School.....	Kutztown, Pa.....	1866	Rev. Nathan C. Schaeffer, PH. D.....	2,500	.....	.....	(d)	13	461	286	62	76	37
Central State Normal School.....	Lock Haven, Pa.....	1877	Albert N. Raub, PH. D.....	5,000	.....	.....	.....	10	347	167	110	35	35
Pennsylvania State Normal School, fifth district.....	Mansfield, Pa.....	1862	D. C. Thomas.....	5,000	.....	.....	.....	10	312	191	121	.....	.....
Pennsylvania State Normal School, second district.....	Millersville, Pa.....	1855	Edward Brooks, A. M., PH. D.....	10,000	.....	.....	.....	23	791	430	250	66	45
Philadelphia Normal School for Girls.....	Philadelphia, Pa. (n. e. cor. 17th and Spring Garden streets).....	1848	George W. Fetter.....	.....	.....	\$25,000	.....	28	965	.....	965	.....	.....
Cumberland Valley State Normal School.....	Shippensburg, Pa.....	1873	B. S. Potter, A. M.....	\$9,749	0	0	6 97	10	223	106	73	21	23
West Chester State Normal School.....	West Chester, Pa.....	1871	G. M. Phillips.....	4,841	.....	.....	(d)	14	308	140	116	23	29
Rhode Island State Normal School.....	Providence, R. I.....	1871	James C. Greenough, A. M.....	9,000	0	0	50 00	11	136	10	126	.....	.....
State Normal College, University of Nashville.....	Nashville, Tenn.....	1875	Rev. Eben S. Stearns, D. D., president.....	0	0	0	0	8	161	56	105	0	0
Sam Houston Normal Institute.....	Huntsville, Tex.....	1879	J. Baldwin.....	20,000	.....	.....	\$120 00	7	200	60	90	20	30

		1879	E. H. Anderson.....	7, 000	.....	.....	3	49	(49)	.....
93	State Normal School of Texas for Colored Students. <sup>g</sup>	1869	Judah Dana.....	2, 000	.....	.....	4	85	23	29
94	State Normal School*.....	1869	Edward Conant.....	1, 800	.....	.....	159	0	14	40
95	Johnson State Normal School.....	1867	Andrew W. Edson, A. B.....	2, 146	.....	.....	120	.....	7	234
96	State Normal School.....	1867	Samuel C. Armstrong.....	(h)	.....	.....	0	26	83	448
97	Hampton Normal and Agricultural Institute.	1868	Miss M. E. Knowles.....	270	.....	.....	.....	.....	3	66
98	Richmond Normal School.....	1867	T. Marcellus Marshall.....	1, 333	.....	.....	.....	.....	2	.....
99	Fairmont State Normal School.....	1869	Joseph McMurray, A. M.....	1, 333	.....	.....	.....	.....	3	103
100	Glenville State Normal School.....	1873	D. T. Williams.....	1, 000	.....	.....	.....	.....	2	71
101	Marshall College, State Normal School.....	1873	Lemira W. Hughes.....	773	.....	.....	.....	.....	3	43
102	Shepherd College.....	1871	George S. Albee, president.....	0	.....	.....	.....	.....	2	15
103	West Liberty State Normal School.....	1871	D. McGregor, A. M.....	18, 000	.....	.....	.....	.....	18	613
104	Milwaukee Normal School.....	1872	W. D. Parker.....	22, 703	.....	.....	.....	.....	14	462
105	State Normal School.....	1871	J. W. Stearns.....	18, 521	.....	.....	.....	.....	11	183
106	Wisconsin State Normal School.....	1866	G. A. Grichet.....	25, 188	.....	.....	.....	.....	13	480
107	State Normal School.....	1875	Martha B. Briggs.....	0	.....	.....	.....	.....	4	18
108	State Normal School.....	1868	Lucilla E. Smith.....	.....	.....	.....	.....	.....	2	20
109	Dakota Normal School.....	1881	John R. Park, M. D.....	.....	.....	.....	.....	.....	2	45
110	Miner Normal School.....	1877	A. J. Anderson, A. M., president.	.....	.....	.....	.....	.....	.....	21
111	Washington Normal School*.....	1873	.....	.....	.....	.....	.....	.....	.....	.....
112	Normal department of University of Deseret.	1875	.....	.....	.....	.....	.....	.....	.....	.....
113	Normal department of University of Washington Territory.*	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* From Report of the Commissioner of Education for 1880.

a Exclusive of appropriations for permanent objects.

b Includes \$200 from Peabody fund.

c On real estate.

d Fifty cents a week for normal pupils.

e \$8,500 of this are apparently for special purposes.

f The State pays the board of four pupils from each senatorial district.

g These statistics are for the year 1880.

h The institute receives annually about \$10,000 from the State, being its share of the income from the congressional grant of land to agricultural colleges.

i For all departments.

j Territorial appropriation.





23	Kansas State Normal School.....	21	17	2, 3, 4	40	1, 500	100	50	6	110	x	0	x	x	x	x	x	June 15.
24	Normal department of University of Kansas.....	20	16	2, 3, 4	38	700	50	100	2	0	x	0	x	x	x	x	x	June 1.
25	Eastern State Normal School.....	30	25	2, 3	1, 200	1, 200	150	1	0	0	0	0	0	0	0	0	0	June, last Thurs.
26	State Normal and Training School.....	44	44	44	1, 200	250	300	4	0	0	0	0	0	0	0	0	0	Jan. and June.
27	Madawaska Training School*.....	47	42	2, 40	1, 200	250	300	4	0	0	0	0	0	0	0	0	0	June.
28	State Normal and Training School.....	8	4	1, 37½	19	3	5	5	4	0	0	0	0	0	0	0	0	June.
29	Normal Practice School.....	8	8	1, 40	56	56	56	4	0	0	0	0	0	0	0	0	0	June.
30	Normal Training and Practice Class.....	37	25	3, 39	1, 825	13	112	10	10	60	x	0	x	x	x	x	x	June.
31	Baltimore Normal School for Colored Teachers.....	38	1	40	120	15	0	4	0	0	0	0	0	0	0	0	0	June, last Wed.
32	Maryland State Normal School.....	37	25	3, 39	1, 825	13	112	10	10	60	x	0	x	x	x	x	x	July 3.
33	Boston Normal School.....	38	1	40	120	15	0	4	0	0	0	0	0	0	0	0	0	June.
34	Massachusetts Normal Art School.....	5	4	40	3, 000	50	60	4	0	0	0	0	0	0	0	0	0	June.
35	State Normal School.....	52	50	2, 4	38	67	5	7	0	0	0	0	0	0	0	0	0	June, last Thurs.
36	Training School for Teachers.....	11	10	1, 43	1, 618	6	0	0	0	0	0	0	0	0	0	0	0	April 13.
37	State Normal School.....	27	25	2, 40	1, 618	12	50	1	0	0	0	0	0	0	0	0	0	April 26.
38	State Normal School.....	11	11	1, 40	100	12	50	1	0	0	0	0	0	0	0	0	0	June, 1st Thurs.
39	Gloucester Training School for Teachers.....	28	24	2, 40	5, 731	42	125	9	0	0	0	0	0	0	0	0	0	June 1.
40	State Normal School.....	54	20	2, 40	4, 545	238	75	2	0	0	0	0	0	0	0	0	0	June 1.
41	Westfield State Normal School.....	16	15	2, 40	4, 545	238	75	2	0	0	0	0	0	0	0	0	0	June.
42	Massachusetts State Normal School at Worcester.....	1	36	1	36	200	6	0	0	0	0	0	0	0	0	0	0	June.
43	Course in the Science and the Art of Teaching (University of Michigan).....	90	80	4	40	3, 709	1, 300	400	18	0	0	0	0	0	0	0	0	June, last Wed.
44	Michigan State Normal School.....	27	27	2, 4	32	386	321	25	0	0	0	0	0	0	0	0	0	April 13.
45	State Normal School at Mankato.....	22	21	2, 4	36	600	50	170	30	0	0	0	0	0	0	0	0	April 22.
46	State Normal School at St. Cloud.....	32	30	4	32	600	50	170	30	0	0	0	0	0	0	0	0	April 26.
47	State Normal School at Winona.....	0	0	4	40	500	200	4	2	0	0	0	0	0	0	0	0	June, 1st Thurs.
48	Mississippi State Normal School.....	1	1	5	32	500	200	42	3	4	0	0	0	0	0	0	0	June 1.
49	Tufts University.....	19	15	4	40	1, 600	40	20	0	78	0	0	0	0	0	0	0	June 1.
50	Missouri State Normal School, third district.....	14	13	6	36	(p)	.....	.....	.....	220	x	0	x	x	x	x	x	June 1.
51	Normal College of the University of the State of Missouri.....	4	3	4	36	500	.....	9	.....	q3	x	0	x	x	x	x	x	June 6.
52	Lincoln Institute*.....	11	8	4	40	600	100	100	15	0	0	0	0	0	0	0	0	Jan. and June.
53	Missouri State Normal School, first district.....	67	67	1, 40	218	0	24	7	0	0	0	0	0	0	0	0	0	June.
54	St. Louis Normal School.....	58	58	4, 40	1, 018	268	58	3	116	0	0	0	0	0	0	0	0	June.
55	State Normal School, second district.....	40	40	5	40	1, 500	200	50	14	0	0	0	0	0	0	0	0	June.
56	Nebraska State Normal School.....	2	2	1, 42	100	100	50	2	0	0	0	0	0	0	0	0	0	June 27.
57	New Hampshire State Normal School.....	27	27	1, 42	100	12	6	0	0	0	0	0	0	0	0	0	0	June.
58	Newark Normal School.....	51	49	3	40	500	25	10	3	0	0	0	0	0	0	0	0	June, last Thurs.
59	New Jersey State Normal School.....	63	63	2	40	500	50	.....	.....	0	0	0	0	0	0	0	0	Jan. and July.
60	State Normal School.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* From Report of the Commissioner of Education for 1880.  
 a In 1879.  
 b To normal students.  
 c To State pupils; others, \$10.  
 d To those who are required to teach in the State.  
 e Connected with this school is a Kindergarten normal department, in which there are ten students, under the instruction of Miss Matilda H. Ross.  
 f To residents of the county; \$30 to others.  
 g In schools of the county.  
 h In schools of the city.  
 i Receive diplomas after two years of successful teaching; they are then authorized by law to teach in the schools of the State without further examination.  
 j To residents of the city.  
 k After two years of successful teaching graduates may receive the degree of "bachelor of didactics."  
 l Incidental fee.  
 m To resident regular students; special students \$50, and non-resident students \$100.  
 n To all who comply with the condition of teaching in the schools of Massachusetts; incidental fee, \$4.  
 o Each of the representatives in the State legislature appoints two students free of tuition.  
 p See Table IX.  
 q Matriculation fee.



85	Pennsylvania State Normal School, fifth district.	26	20	3	42	1,500	354	150	30	42	x	-----	x	x	x	x	x	x	x	x	x	June 22.
86	Pennsylvania State Normal School, second district.	40	40	2	42	4,200	-----	200	-----	55	x	-----	x	x	0	x	x	x	x	x	x	June 22.
87	Philadelphia Normal School for Girls.	*201	*135	42	42	1,500	-----	-----	-----	0	x	-----	x	x	0	x	x	x	x	x	b x	June 7.
88	Cumberland Valley State Normal School.	10	8	3	42	1,325	150	8	5	63	x	-----	x	x	0	x	x	x	x	x	x	June, last Thurs.
89	West Chester State Normal School.	20	20	3	42	2,500	50	30	-----	65	x	-----	x	x	0	x	x	x	x	x	0	June 30.
90	Rhode Island State Normal School.	18	16	2	40	1,000	100	100	3	-----	x	-----	x	x	0	x	x	x	x	x	0	May, last Wed.
91	State Normal College, University of Nashville.	61	59	3	42	10,000	-----	-----	-----	0	x	-----	x	x	0	x	x	x	x	x	x	June.
92	Sam Houston Normal Institute.	70	70	2	36	2,000	500	250	10	0	x	-----	x	x	0	x	x	x	x	x	x	June.
93	State Normal School of Texas for Colored Students. <sup>g</sup>	-----	-----	-----	-----	-----	-----	-----	-----	(i)	x	-----	x	x	0	x	x	x	x	x	x	June.
94	State Normal School.*	25	12	2	40	-----	-----	-----	-----	25	x	-----	x	x	0	x	x	x	x	x	x	June, 4th week.
95	Johnson State Normal School.	20	-----	3	40	570	75	50	4	24	x	-----	x	x	0	x	x	x	x	x	x	June 23.
96	State Normal School.	31	29	1	40	-----	-----	-----	-----	24	x	-----	x	x	0	x	x	x	x	x	0	May.
97	Hampton Normal and Agricultural Institute.	41	38	3	37	900	378	19	26	0	0	-----	x	x	0	x	x	x	x	x	b x	June 14.
98	Richmond Normal School.	9	8	3	40	300	-----	-----	-----	-----	0	-----	x	x	0	x	x	x	x	x	-----	June.
99	Fairmont State Normal School.	-----	-----	-----	-----	-----	-----	-----	-----	-----	x	-----	x	x	0	x	x	x	x	x	-----	June.
100	Glenville State Normal School.	2	1	3	40	-----	-----	-----	-----	-----	-----	-----	x	x	0	x	x	x	x	x	0	July 8.
101	Marshall College, State Normal School.	0	0	3	40	1,200	0	0	1	0	0	-----	x	x	0	x	x	x	x	x	0	June 20.
102	Shepherd College, State Normal School.	7	0	4	40	200	0	4	3	-----	0	-----	x	x	0	x	x	x	x	x	0	June.
103	West Liberty State Normal School.	13	6	3	40	300	-----	-----	-----	-----	0	-----	x	x	0	x	x	x	x	x	-----	June, last Frid'y.
104	Milwaukee Normal School.	13	12	1	42	-----	-----	-----	-----	-----	0	-----	x	x	0	x	x	x	x	x	-----	June, 3d Thurs.
105	State Normal School.	22	22	4	40	-----	-----	-----	-----	-----	0	-----	x	x	0	x	x	x	x	x	-----	June, last Thurs.
106	Wisconsin State Normal School.	22	22	4	40	1,028	225	128	4	-----	0	-----	x	x	0	x	x	x	x	x	-----	June 16.
107	State Normal School.	5	5	4	40	1,000	108	105	8	-----	0	-----	x	x	0	x	x	x	x	x	-----	June 22.
108	State Normal School.	8	5	4	40	830	133	96	8	-----	0	-----	x	x	0	x	x	x	x	x	-----	June 22.
109	Dakota Normal School.	30	25	2	40	100	-----	-----	-----	15	x	-----	x	x	0	x	x	x	x	x	-----	June 22.
110	Miner Normal School.	18	17	3	36	-----	-----	-----	-----	-----	x	-----	x	x	0	x	x	x	x	x	-----	June 9.
111	Washington Normal School.*	20	-----	1	40	-----	-----	-----	-----	-----	x	-----	x	x	0	x	x	x	x	x	-----	June.
112	Normal department of University of Des Moines.	18	-----	1	40	(e)	-----	-----	-----	0	x	-----	x	x	0	x	x	x	x	x	-----	June 3.
113	Normal department of University of Washington Territory.*	3	-----	2	-----	-----	-----	-----	-----	-----	0	-----	x	x	0	x	x	x	x	x	-----	June.

\* From Report of the Commissioner of Education for 1880.

a To normal students.

b In schools of the city.

c From return from Syracuse High School, with which the Training School is associated.

d To residents.

e See Table IX.

f Estimated.

g These statistics are for the year 1880.

h One student from each senatorial district.

i To those who are not State normal students.

j After one year of successful teaching and indorsement of the diploma by State superintendent.

to be admitted free of board, lodging, and tuition.



TABLE III.—PART 2.—Statistics of private normal schools for 1881; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of organization.	Principal.	Number of instructors.	Number of students.					Whole number.	Number who have engaged in teaching.	Graduates in the last year.	
						Normal.			Other.					
						Male.		Female.	Male.					Female.
						Total.	7	8	9	10				
1	Rust Normal Institute.....		3	4	5	6	7	8	9	10	11	12		
2	Emerson Institute.....	Huntsville, Ala.....	1870	D. S. Brandon.....	2	111	22	17	40	32	0	.....		
3	Alabama Baptist Normal and Theological School.....	Mobile, Ala.....	1873	Rev. Otis D. Crawford, superintendent.	8	350	15	21	124	190	0	.....		
4	Normal department of Talladega College.....	Selma, Ala.....	1878	Rev. W. H. McAlpin.....	6	126	37	26	32	31	2	1		
5	Southland College and Normal Institute.....	Talladega, Ala.....	1869	Ira M. Buell, A. M., v. p. n.	3	48	26	22	22	22	2	.....		
6	California Kindergarten Training School.....	Helena, Ark.....	1864	Henrietta S. Kittrell.....	8	277	14	20	121	122	0	.....		
7	Pacific Kindergarten Normal School*.....	San Francisco, Cal. (64 Silver street).	1880	Mrs. Kate D. Smith Wiggins.....		14		14			4	4		
8	Normal School in Colorado College.....	San Francisco, Cal. (1711 Van Ness avenue).	1876	Miss Emma Marwedel.....	7						8	8		
9	Normal department of Atlanta University*.....	Colorado Springs, Colo.....		E. P. Tenney, president.....										
10	Normal department of Clark University.....	Atlanta, Ga.....	1867	A. W. Farham.....		224	(224)				1			
11	Rome Normal School.....	Atlanta, Ga.....		Rev. E. O. Thayer, A. M., president.....	(a)	(a)								
12	Haven Normal School*.....	Rome, Ga.....	1868	Charles P. Wellman.....	2	124								
13	Evangelical Lutheran Teachers' Seminary.....	Waynesboro', Ga.....	1864	Charles P. Wellman.....	8	125	30	20	75	75				
14	Aurora Normal School.....	Addison, Ill.....	1864	E. A. W. Krauss.....										
15	Northern Illinois Normal School.....	Aurora, Ill.....	1881	T. J. Baetz, A. M.....	13	275	150	125			5			
16	Normal department of Eureka College*.....	Dixon, Ill.....		H. W. Everett, A. M., president.....	5	40	20	20			0			
17	Northern Illinois College and Normal School.....	Fulton, Ill.....	1878	Dimond & Harper.....	8	207								
18	Normal College*.....	Grayville, Ill.....	1879	Cook & Stevens.....	4	122	19	58	30	15				
19	Morris Normal and Scientific School.....	Morris, Ill.....	1879	E. L. Wells.....										
20	Teachers' Training School and School of Industrial Instruction.....	Oregon, Ill.....			16	847	647	200			107	50		
21	Central Normal College.....	Danville, Ind.....	1875	Frank P. Adams.....										
22	Fort Wayne College, normal department.....	Fort Wayne, Ind.....	1877	Rev. J. A. Kibbe.....	5	110	60	50	0	0	2	2		
23	Elkhart County Normal, Classical, and Training School*.....	Goshen, Ind.....	1874	David Mourry.....										



TABLE III.—PART 2.—*Statistics of private normal schools for 1881, &c.—Continued.*

Name.	Location.	Date of organization.	Principal.	Number of instructors.	Number of students.						Graduates in the last year.	
					Normal.			Other.		Whole number.	Number who have engaged in teaching.	
					Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	
Normal department of La Grange College*	La Grange, Mo. ....	1859	J. F. Cook, M. A., LL. D., president	(a)	(a)							
Santee Normal Training School	Santee Agency, Nebr. ....	1870	Alfred L. Riggs, A. M. ....	611	143	634		62	47			
Normal Kindergarten Class	New York, N. Y. (169 W. 48th street.)	1878	Mary L. Van Wagenen		14	0	14			6	6	
Normal Training School for Kindergarten Teachers.	New York, N. Y. (7 East 22d street.)	1872	Prof. John Kraus and Mrs. Maria Kraus-Bötte.									
Graham Normal College	Graham, N. C. ....	1881	Rev. D. A. Long, A. M. ....	4								
Whitin Normal School	Lumberton, N. C. ....	1876	David P. Allen	d1	83	23	7	26	27			
Shaw University	Raleigh, N. C. ....	1866	Rev. H. M. Tupper, A. M., pres't.	e9	211	120	91					
Tileston Normal School	Wilmington, N. C. ....	1872	Miss Amy M. Bradley, principal.		6	236						
Wilmington Normal School	Wilmington, N. C. ....	1865	Miss Anna C. Chandler		26	1,401	825	195	106	17	13	
Northwestern Ohio Normal School	Ada, Ohio ....	1871	H. S. Lehr, A. M. ....		67	52	15					
Ashland College Normal School	Ashland, Ohio ....	1879	Elder R. H. Miller, president.	8								
Ohio Central Normal and Kindergarten Training School.	Fayette, Ohio ....	1872	John Ogden, M. A. ....									
Geneva Normal School	Geneva, Ohio ....	1868	James S. Otis, A. M. ....	7	111	25	27	32	27	18	7	
National Normal University	Lebanon, Ohio ....	1855	Alfred Holbrook, president.	25	1,782	1,809	443	20	10	79		
Mansfield Normal College	Mansfield, Ohio ....	1878	L. Leavengood	6	375	200	175			2		
Western Reserve Normal School	Milan, Ohio ....	1832	B. B. Hall	3	74	18	12	33	11	0	0	
Normal department of Mount Union College	Mount Union, Ohio ....	1846	O. N. Hartshorn, LL. D., president	97	110	(110)						
Ashland College and Normal School	Ashland, Oreg. ....	1876	Rev. Lowell L. Rogers, A. M. ....		61	29	32	(h)	(h)	3	3	
The Brethren's Normal College	Huntingdon, Pa. ....	1876	W. J. Swigart, chair'm of faculty.	11	309	293	106			7	4	
Lycoming County Normal School*	Montoursville, Pa. ....	1870	John T. Reed	2	103	12	3	48	40	0	0	
Wyoming County Normal School	Muncy, Pa. ....	1870	Charles Lose	9	142	94	41	6	1	20	20	
Centennial Kindergarten Training School for Teachers.	Philadelphia, Pa. (Filbert street, above 20th.)	1876	Ruth R. Burritt	1	13		13			12	10	













[illegible]

\* From Report of the Commissioner of Education for 1880.

a County superintendent examines and gives certificate which authorizes the holder to teach in schools of the county.

<sup>b</sup>See Table IX.

**Includes board and incidentals.**

*d* See Table XI.

TABLE III.—*Memoranda.*

Name.	Location.	Remarks.
San Francisco Kindergarten Training Class	San Francisco, Cal	See California Kindergarten Training School.
Chicago High School, normal department	Chicago, Ill	Reported as suspended in 1879, but was to have been reopened in September, 1880; was not, however, opened at any time in 1881.
Normal and Business School	Dover, Ill	Closed.
Northwestern German-English Normal School	Galeana, Ill	Name changed to German-English College, and institution transferred to Table VI.
La Grange County Normal School	La Grange, Ind	A summer normal having a six weeks' term.
Training School for Teachers	Davenport, Iowa	See normal department of the High School.
Eastern Iowa Normal School	Grand View, Iowa	Removed to Columbus Junction.
Normal department, Oskaloosa College	Oskaloosa, Iowa	No information received.
Normal department, Columbus College	Columbus, Ky	No information received.
Normal department, New Orleans University	New Orleans, La	No information received.
Peabody Normal School for Colored Students	New Orleans, La	No information received.
Whitworth College and Normal School	Brookhaven, Miss	Normal department not in operation during the year 1881.
Northwest Normal	Oregon, Mo	Only the high school department of the public schools of Oregon.
American Kindergarten Normal School	New York, N. Y	No information received.
Bennett Seminary	Greensboro, N. C	Has no normal department; see Tables VI and XI.
Ray's Normal Institute	Kernersville, N. C	No information received.
St. Augustine's Normal School	Raleigh, N. C	No information received.
Normal College	Gallipolis, Ohio	No information received.
Millersburg Normal School	Millersburg, Ohio	Closed.
Wilberforce University, normal department	Wilberforce, Ohio	No information received.
Ohio Central Normal and Kindergarten Training School	Worthington, Ohio	Removed to Fayette.
Ohio Free Normal School (Antioch College)	Yellow Springs, Ohio	Suspended.
Oregon Normal School	Monmouth, Oreg	Suspended for the session of 1880-'81.
Sheakleyville Normal Academy	Sheakleyville, Pa	Closed.
Yorktown Normal School	Yorktown, Tex	An advanced primary school.
Shenandoah Valley Normal School	Strasburg, Va	No information received.
Concord State Normal School	Concord Church, W. Va.	No information received.



TABLE IV.—Statistics of commercial and business colleges for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
							In day school.		In evening school.		Total number of students, excluding duplicate enrollments.		
							Total.	Male.	Total.	Male.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Howard College Business School	Marion, Ala.	1842	1842	James T. Murfee, LL. D., pres't.	5	0	130	130	130	0	0	0	0
Los Angeles Business College	Los Angeles, Cal.	1875	1875	E. C. Atkinson.	4	2	147	120	101	19	27	27	
Sacramento Business College.	Sacramento, Cal. (716 I st.)	1863	1863	Broth. Bettelin.	6		60	60	60				
Business department of St. Mary's College*	San Francisco, Cal.	1872	1864	E. P. Heald.	11	3	518	518	466	52			
Heald's Business College*	San Francisco, Cal.		1865	W. E. Chamberlain, jr.	4	1	123	101	100	1	22	22	0
Pacific Business College*	San Francisco, Cal. (320 Post street).			Hermann B. Worcester.	4	2	132	108	102	6	24	15	9
Garden City Commercial College	San Jose, Cal. (Box 490)	0	1861	Rev. John Pinasco, S. J.	3	0	89	89	89	0			
Commercial department of Santa Clara College.	Santa Clara, Cal.	1855	1851	W. A. Long.	1		3						
Commercial department of Pacific Methodist College.*	Santa Rosa, Cal.			T. W. Hannum.	3		149	100	88	12	49	48	1
Hannum's Hartford Business College.	Hartford, Conn.	0	1877	B. F. Moore, president.	5		267	267	265	2			0
Moore's Business University	Atlanta, Ga.		1858	Prof. B. C. Adams.	2		641				0	0	0
Cuthbert Commercial College*	Guthrie, Ga.		1879	J. R. King.			58	58	36	22			
Commercial department of Harding College.	Abingdon, Ill.	1875	1855	J. George Cross, A. M.	3		262	219		43			
College of Commerce, Illinois Wesleyan University.	Bloomington, Ill.	1850	1889	Marquand & Baker.	3	1	275	200	165	35	75	60	15
Evergreen City Business College*	Bloomington, Ill.		1875	L. F. Moss, A. S.									
Western Normal College and Commercial Institute.	Bushnell, Ill.		1881	Edward I. Galvin, sup't.	4	1	764	201			563		
Chicago Athenaeum <sup>b</sup>	Chicago, Ill. (413 W. Twelfth street).	1873	1871	Rev. James M. Hayes.	4	0	124	124	124	0			
Commercial course of St. Ignatius College.	Chicago, Ill. (149-153 State street).	1870	1870										
Metropolitan Business College*	Chicago, Ill. (149-153 State street).				5	0	130						
Souder's Chicago Business College.	Chicago, Ill. (278 W. Madison street).		1872	J. J. Souder.	6		380	258	218	40	122	102	20
Dixon Business College.	Dixon, Ill.		1881	J. B. Dille.	7	6	275	275	152	123			

\* From Report of the Commissioner of Education for 1880.  
<sup>a</sup> There were also 90 students in penmanship only.  
<sup>b</sup> Athenaeum Business School is a department of this institution.

<sup>b</sup> Athenaeum Business School is a department of this institution.

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> There were also 90 students in penmanship only.







TABLE IV. — *Statistics of commercial and business colleges for 1881, &c.*—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.					
							Total number of students, excluding duplicate enrollments.	In day school.		In evening school.		
								Total.	Male.	Female.	Total.	Male.
1	2	3	4	5	6	7	8	9	10	11	12	13
											14	
77 Grand Rapids Business College and Practical Training School	Grand Rapids, Mich.	0	1866	C. G. Swensberg.	2	175	175	175	130	25	---	---
78 Commercial and telegraphic department of Hillsdale College.	Hillsdale, Mich.	1855	1866	Alexander C. Rideout, LL. D.	2	173	173	173	145	28	---	---
79 Poncher Business College and Literary Institute	Ionia, Mich.	---	1877	Irvin M. Poncher	3	94	94	94	68	28	---	---
80 Jackson Business College.	Jackson, Mich.	---	1871	G. M. Devlin	2	108	108	76	63	10	32	25
81 Kalamazoo Business College and Telegraph Institute.	Kalamazoo, Mich.	1869	1869	William F. Parsons	2	120	100	100	90	10	20	15
82 Lansing Business College.	Lansing, Mich.	---	1867	H. P. Bartlett	1	0	83	73	60	13	10	7
83 Curtiss Business College.	Minneapolis, Minn.	---	1875	G. C. Curtiss, A. M., president.	67	2,500	---	---	---	---	---	---
84 Darling's Business College.	Richfield, Minn.	0	1879	D. Darling	2	1	179	127	120	7	52	43
85 Curtiss Business College.	St. Paul, Minn.	---	1879	C. C. Curtiss, A. M., president.	---	---	---	---	---	---	---	---
86 Winona Business College.	Winona, Minn.	0	1878	R. A. Lambert	2	0	75	45	40	5	30	27
87 St. Stanislaus Commercial College.	Bay St. Louis, Miss.	1870	1865	Brother Florimond	10	0	120	120	0	0	0	0
88 Cooper's Business College (Cooper Institute)	Daleville, Miss.	---	1872	A. C. Cooper	2	30	30	30	30	---	---	---
89 Chambers' Business College	Harperville, Miss.	---	---	---	---	---	---	---	---	---	---	---
90 Bryant's Business College.	St. Joseph, Mo.	---	1864	Thomas J. Bryant, A. M., LL. B., president.	3	156	156	147	9	0	0	0
91 Ritner's Commercial College.	St. Joseph, Mo. (cor. Fourth and Felix streets).	---	---	P. Ritner, president.	---	---	---	---	---	---	---	---
92 St. Joseph Commercial College	St. Joseph, Mo.	1872	1867	Brother Arthemian	10	181	181	---	---	---	---	---
93 St. Joseph Normal Business College	St. Joseph, Mo.	1880	1880	T. C. Chapman	4	95	60	60	45	15	35	22
94 Bryant & Stratton Business College.	St. Louis, Mo.	1861	1854	W. M. Carpenter, M. D.	8	2	434	360	305	55	74	73
95 Commercial department of St. Louis University.	St. Louis, Mo.	1832	1829	Rev. Joseph E. Koller, s. J., president.	7	0	151	151	151	0	0	0
96 Franklin Institute.	St. Louis, Mo. (s. w. corner Fourth and Market sts.).	---	---	F. C. Kossak.	---	---	---	---	---	---	---	---
97 Johnson's Commercial College.	St. Louis, Mo. (210 and 212 N. Third street).	1877	1877	John W. Johnson, president.	9	0	255	177	158	19	78	70
98 Jones' Commercial College.	St. Louis, Mo.	1849	1841	Jonathan Jones.	6	1	268	203	250	18	(c)	(c)

	1859	1861	1861	1859	7	0	305	195	135	110	110	---
99 Monnd City Commercial College.....	1861	St. Louis, Mo. (210 N. Fourth street).	1861	1859	Thomas A. Rice, A. M., LL. B., president.	7	0	305	195	135	110	---
100 Great Western Business College.....	1873	Omaha, Neb.	1873	1873	Prof. George R. Rathbun	2	---	120	90	80	10	63
101 School of Practice.....	1879	Fishersville, N. H.	1879	1879	J. H. Larry	4	1	60	60	40	20	---
102 Gaskell's Bryant & Stratton Business College <sup>a</sup> .....	1865	Manchester, N. H.	1865	1865	William Heron, jr.	2	---	80	45	30	15	45
103 New Hampton Commercial College <sup>e</sup> .....	1877	New Hampton, N. H.	1877	1877	Rev. A. B. Meservey, A. M., Ph. D.	---	---	---	---	---	---	17
104 Commercial College <sup>f</sup> .....	1873	Portsmouth, N. H.	1873	1873	Lewis E. Smith	3	---	---	---	---	---	---
105 Elizabeth Business College.....	1873	Elizabeth, N. J. (315, 323, Jefferson avenue).	1873	1873	James H. Lansley, Ph. D.	3	2	120	80	65	15	40
106 Gaskell's Jersey City Business College.....	1879	Jersey City, N. J.	1879	1879	Prof. G. A. Gaskell	3	---	100	60	50	10	40
107 Colman's Bryant & Stratton Business College <sup>g</sup> .....	1863	Newark, N. J.	1863	1863	---	11	2	315	180	161	19	135
108 New Jersey Business College.....	1874	Newark, N. J. (764 and 766 Broad street).	1874	1874	C. T. Miller and W. E. Drake.	6	---	275	140	120	20	135
109 Paterson Business College.....	1876	Paterson, N. J.	1876	1876	Geo. W. Lotimer	1	200	101	95	6	99	96
110 Business College.....	0	Salem, N. J.	0	1867	H. P. Davidson, A. M.	1	3	19	19	14	5	---
111 Central City Commercial College.....	1865	Trenton, N. J.	1865	1865	Andrew J. Rider.	7	---	246	136	130	6	110
112 Folsom's Business College <sup>a</sup> .....	1857	Albany, N. Y.	1857	1857	C. E. Cathart	4	1	235	142	139	3	93
113 Brown's Business College <sup>a</sup> .....	1849	Brooklyn, N. Y. (304, 306 Fulton street).	1849	1849	T. R. Browne	6	---	456	302	273	29	154
114 Claghorn's Bryant & Stratton Commercial School.....	1861	Brooklyn, N. Y. (38-44 Court street).	1861	1861	Charles Claghorn.	3	0	195	195	190	5	0
115 French's Business and Telegraph College.....	1868	Brooklyn, N. Y. (311 Fulton street, corner Johnson).	1868	1868	Geo. W. French, LL. B.	3	1	133	81	39	42	52
116 Wright's Business College.....	0	Brooklyn (E. D.), N. Y.	0	1873	Henry C. Wright	6	1	343	174	159	15	169
117 Bryant's Buffalo Business College <sup>a</sup> .....	1852	Buffalo, N. Y. (corner Main and Seneca streets).	1852	1852	J. C. Bryant & Son.	---	---	---	---	---	---	---
118 Commercial department of St. Joseph's College <sup>a</sup> .....	1861	Buffalo, N. Y.	1861	1861	Brother Idrastan.	4	---	103	83	83	---	20
119 Allen Business College.....	1880	Elmira, N. Y.	1880	1880	F. M. Allen	4	---	96	84	80	4	12
120 Elmira Business University.....	0	Elmira, N. Y.	0	1858	A. J. Warner	2	0	75	51	51	24	24
121 Geneva Business College.....	1880	Geneva, N. Y.	1880	1880	Ansel E. Mackey	(h)	(h)	30	22	20	2	8
122 Elmwood Commercial and Select School.....	1873	Glen's Falls, N. Y.	1873	1873	James N. Whipple	(h)	(h)	(h)	(h)	(h)	(h)	6
123 Cady & Walworth's Business College.....	1873	New York, N. Y. (36 E. Fourteenth street).	1873	1873	C. E. Cady	3	---	238	168	157	11	130
124 Commercial department of the College of St. Francis Xavier. <sup>a</sup> .....	1847	New York, N. Y. (49 W. Fifteenth street).	1847	1847	Rev. Samuel H. Frisbee, s. j., president.	3	---	---	---	---	---	---
125 Packard's Business College.....	1858	New York, N. Y. (805 Broadway).	1858	1858	S. S. Packard	8	1	430	430	410	20	---
126 Paine's Business College.....	1849	New York, N. Y. (62 Bowery, corner Canal st.).	1849	1849	Martin S. Paine.	3	2	428	278	249	29	150
127 Paine's Up-town Business College.....	1872	New York, N. Y. (1313 Broadway, cor. Thirty-fourth st.).	1872	1872	Martin S. Paine.	2	1	366	241	216	25	125
128 Eastman National Business College.....	1859	Poughkeepsie, N. Y.	1859	1859	Ezra White.	14	---	1,261	1,140	1,143	6	202
129 Rochester Business University.....	1863	Rochester, N. Y. (cor. State and Market sts.).	1863	1863	L. L. Williams, president	6	0	525	449	396	53	76
130 Taylor & Co.'s Business College.....	1876	Rochester, N. Y.	1876	1876	A. J. Taylor.	2	1	251	88	75	13	163

<sup>a</sup> From Report of the Commissioner of Education for 1880.

<sup>b</sup> Including those in the branch in St. Paul.

<sup>c</sup> Branch of the Curtiss Business College at Minneapolis

<sup>d</sup> Included in report of scholars in day school.

<sup>e</sup> This college is associated with New Hampton Literary and Biblical Institution; for report, see Table VI.

<sup>f</sup> This college is associated with Smith's Academy; for report, see Table VI.

<sup>g</sup> The figures here given are for the year 1880.

<sup>h</sup> Reported with academic department; see Table VI.

TABLE IV.—Statistics of commercial and business colleges for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.							
							Total number of students, excluding duplicate enrollments.	In day school.		In evening school.		Total.	Male.	Female.
								Total.	Male.	Total.	Male.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
131 Bryant & Stratton Business College and Telegraphic Institute.	Syracuse, N. Y. (Grand Opera House).	0	1865	C. P. Meads	4	1	147	104	93	11	62	58	4	
132 Troy Business College.	Troy, N. Y.	1871	1858	Thos. H. Shields	4		205	125	120	5	80	78	2	
133 Watertown Business College.	Watertown, N. Y.	1881	1881	Thomas Powers	2		64	37	28	9	27	21	6	
134 Commercial department of Wake Forest College.*	Wake Forest, N. C.	1835	1868	L. R. Mills, A. M.	1									
135 Akron Business College.	Akron, Ohio		1866	O. S. Warner, A. M.	1		56	25	24	1	31	30	1	
136 Commercial department of Ashland College.*	Ashland, Ohio	1880	1879	Frank P. Foster	1		19	19	19					
137 Canton Business College.	Canton, Ohio	0	1872	M. W. Oberlin	3		87	20	14	6	67	62	5	
138 Commercial department St. Xavier College.	Cincinnati, Ohio	1842	1831	J. I. Coghlan	5		100	100	100					
139 Hoeg's Private Commercial School a	Cincinnati, Ohio (77 W. Sixth street).		1880	W. R. Hoeg	1	1	625							
140 Nelson's Business College	Cincinnati, Ohio (s. e. cor. Fourth and Vine streets).		1856	Richard Nelson, president.	9									
141 Nelson's Ladies' Business College*	Cincinnati, Ohio.		1880	Miss Ella Nelson	3	1								
142 Queen City Commercial College*	Cincinnati, Ohio (n. w. cor. Fifth and Walnut streets).		1874	Henry A. Faber	4		600	104	98	6	70	70		
143 Spencerian Business College	Cleveland, Ohio (cor. Superior and Seneca streets).	0	1852	Platt R. Spencer and E. R. Felton.	9									
144 Sprague's Law and Business College d	Clyde, Ohio.		1878	Wm. H. Sprague			6174							
145 Capital City Commercial College	Columbus, Ohio		1878	Woodruff & Cooper.	3		225	175	150	25	50	40	10	
146 Columbus Business College.	Columbus, Ohio.		1863	Edmund J. H. Duncan	2		104	104	90	14	54	45	9	
147 Miami Commercial College.	Dayton, Ohio.		1860	A. D. Whit.	4		220							
148 Mansfield Business Institute.	Mansfield, Ohio.		1881	W. A. Frasier.	2		62	25	20	5	37	29	8	
149 Business department of Mt. Union College.	Mt. Union, Ohio	0		O. N. Hartshorn, LL. D., president	4		224	224						
150 Oberlin Commercial Institute.	Oberlin, Ohio		1880	Uriah McKee.	1	1	63	63	50	13				
151 Nelson's Springfield Business College	Springfield, Ohio		1881	R. J. Nelson	2									
152 Van Sickle's Business College	Springfield, Ohio		1871	J. W. Van Sickle, A. M., LL. D., president.	1		38	12	7	5	26	25	1	
153 Toledo Business College	Toledo, Ohio		1868	G. E. Detweiler	4	1	307	163	140	23	144	117	27	



	Youngstown Business College and Institute of Penmanship.	Youngstown, Ohio	1878	Jas. H. Cook	3	1	176	127	91	38	49	38	11
154	Youngstown Business College and Institute of Penmanship.	Youngstown, Ohio	1878	Jas. H. Cook	3	1	176	127	91	38	49	38	11
155	Zanesville Business College	Zanesville, Ohio	1866	F. M. Chognill and H. B. Parsons.	2	...	150	115	105	10	35	30	5
156	Portland Business College.	Portland, Oreg.	1866	A. P. Armstrong	3	...	170	100	70	30	70	50	20
157	Allentown Business College.	Allentown, Pa.	1869	W. L. Blackman	2	...	93	74	70	4	19	16	3
158	Commercial course in St. Vincent's College.	Beatty, Pa.	1870	Rt. Rev. Bonifacio Wimmer, O. S. B. president.	...	...	73	73	73	...	...	...	...
159	Commercial department in Trach's Academy.	Easton, Pa.	1872	R. H. Trach	3	...	130	78	71	7	52	47	5
160	Knauss' Business College.	Easton, Pa.	0	Walter P. Gregory	3	...	130	78	71	7	52	47	5
161	Pennsylvania Business College	Harrisburg, Pa.	1873	J. N. Carr	...	...	...	...	...	...	...	...	...
162	Wyoming Commercial College.	Kingston, Pa.	1883	Rev. L. I. Sragno, A. M.	2	...	84	84	84	...	...	...	...
163	Lancaster Commercial College.	Lancaster, Pa.	0	Widder & Mosser, proprietors	4	...	65	50	50	15	13	2	2
164	Bryant, Stratton and Smith Business College.	Meadville, Pa.	1865	A. W. Smith	4	1	95	95	75	20	...	...	...
165	Bryant & Stratton Business College	Philadelphia, Pa. (108 S. Tenth st.)	1857	J. E. Soule	11	...	600	...	...	...	...	...	...
166	Crittenden Philadelphia Commercial College	Philadelphia, Pa. (1131 Chestnut st.)	1855	John Groesbeck	9	...	338	...	...	...	...	...	...
167	Petree College of Business	Philadelphia, Pa. (919 Chestnut st.)	1865	Thomas May Petree, M. A.	10	...	657	394	346	48	263	249	14
168	Select Commercial School.	Philadelphia, Pa. (1432 Chestnut st.)	1875	C. E. Pond	1	...	37	...	...	...	37	25	12
169	Curry Institute and Union Business College	Pittsburgh, Pa.	1860	P. Duff & Sons.	...	...	...	...	...	...	...	...	...
170	Duff's Mercantile College	Pittsburgh, Pa.	1840	E. C. A. Becker	1	0	21	...	...	...	21	18	3
171	Hinman's Pottsville Business College	Pottsville, Pa.	1875	Jos. Foeller, Jr.	1	...	124	78	72	6	46	41	5
172	Foeller's Commercial School.	Shenandoah, Pa.	1881	H. C. Clark	3	1	58	50	38	12	...	...	...
173	Clark's Commercial College	Titusville, Pa.	0	Rev. N. R. Luce	2	1	202	145	130	15	148	140	8
174	Luce's Business College	Union City, Pa.	1865	F. E. Wood	5	...	273	230	205	25	45	3	42
175	Williamsport Commercial College	Williamsport, Pa.	1865	Theodore B. Stowell	...	...	...	...	...	...	...	...	...
176	Providence Bryant & Stratton Business College.	Providence, R. I. (283 Westminster st.)	1863	Albert G. Schofield.	4	1	199	165	151	14	34	28	6
177	Schofield's Commercial College	Providence, R. I. (193 Westminster st.)	1846	Jeremiah Behm.	1	...	...	...	...	...	...	...	...
178	Behm's Chattanooga Commercial College	Chattanooga, Tenn.	1875	Frank Goodman	3	...	...	...	...	...	...	...	...
179	Goodman's Business College	Knoxville, Tenn.	1881	Joseph W. Jones.	3	0	75	29	0	46	46	0	0
180	Knoxville Business College and Telegraphic Institute.	Knoxville, Tenn. (box 354)	1880	T. A. Laddin	2	...	169	169	164	5	62	62	0
181	Laddin's Business College	Memphis, Tenn.	1867	Frank Goodman	4	...	4149	4149	4149	...	...	...	...
182	Goodman's Business College.	Nashville, Tenn.	1865	T. W. Comer	1	0	47	47	44	3	0	0	0
183	Commercial department of Burritt College.	Spencer, Tenn.	1880	F. P. Prentiss	2	1	164	164	141	23	65	65	...
184	Fort Worth Business College.	Fort Worth, Tex.	1879	John Joss and J. M. Benish.	1	1	132	132	114	18	...	...	...
185	Island City Business College	Galveston, Tex.	1878	Edward Livingston, A. M.	3	1	71	62	51	11	9	9	...
186	Livingson's Galveston Business College.	Galveston, Tex.	1877	Eugene E. Scherrer	...	...	...	...	...	...	...	...	...
187	Scherrer's Business College	Galveston, Tex.	1881	R. F. Young, A. M., professor in charge.	...	...	52	...	...	...	...	...	...
188	Commercial School, Southwestern University	Georgetown, Tex.	...	William Hudson	...	...	25	25	23	2	...	...	...
189	Commercial College of Trinity University.	Tohuacana, Tex.	1870	Students included in report of Goodman's Business College, Nashville, Tenn.	...	...	...	...	...	...	...	...	...

\* From Report of the Commissioner of Education for 1880.

a The Morse Telegraph Institute is connected with this school.

b Average.

c This number may include some duplicates.

d Suspended in 1881 and removed from Norwalk to Clyde; business to be resumed January, 1882.

e As Olinin Commercial Institute.

f See report of Trach's Academy and Commercial School, in charge, Knoxville, Tenn.

g Students included in report of Goodman's Business College, Nashville, Tenn.

h Includes students in Goodman's Business College, Knoxville, Tenn.

Table VI.



TABLE IV.—Statistics of commercial and business colleges for 1881, &amp;c.—Continued.

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Average age of students.	Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school last year.	Number of months of evening school.	Annual charge to each student for tuition.		
	In telegraphy.						Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.						
	15	16	17	18	19																			
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Howard College Business School.....	0	0	12	15	0	18	x	x	x	x	x	x	x	x	x	x	x	x	1,200	0	8½	40	9	\$85
Los Angeles Business College.....	7	17				18	x	x	x	x	x	x	x	x	x	x	x	x	75	50	40	12	\$75	
Sacramento Business College.....					20	18	x	x	x	x	x	x	x	x	x	x	x	x	3,000	150	40	43		a75
Business department of St. Mary's College*	14	46	21	43	39	20	x	x	x	x	x	x	x	x	x	x	x	x	0	0	6-24	52	0	160
Pacific Business College*	0	12	0	3	2	20	x	x	x	x	x	x	x	x	x	x	x	x	50	0	8	52	12	140
Garden City Commercial College.....	14	21	0	5	5	19	x	x	x	x	x	x	x	x	x	x	x	x	75	50	11½	46	6	115
Commercial department of Santa Clara College.....	12	1	5	15	5	18	x	x	x	x	x	x	x	x	x	x	x	x	(b)	40	40			(b)
Commercial department of Pacific Methodist College*.....						18-20	x	x	x	x	x	x	x	x	x	x	x	x						
Hannan's Hartford Business College.....	19					22	x	x	x	x	x	x	x	x	x	x	x	x	75	75	10	38	0	\$40
Moore's Business University.....						17	x	x	x	x	x	x	x	x	x	x	x	x			12	51	7	100
Cuthbert Commercial College*.....				16					x		0	0							75		10	38	0	\$30
Commercial department of Heading College.....	88						x	x	x	x	x	x	x	x	x	x	x	x			9	40		60
College of Commerce, Illinois Wesleyan University.....	14		5				x	x	x	x	x	x	x	x	x	x	x	x			12	52	6	45
Evergreen City Business College*.....	15	31				17	x	x	x	x	x	x	x	x	x	x	x	x			9	40		60
Western Normal College and Commercial Institute.....																					12	52	6	45
Chicago Athenaeum <sup>e</sup> .....	192	0	178	155	0	12-40	x	x	x	x	x	x	x	x	x	x	x	x	1,200	100	10	40	10	65
Commercial course of St. Ignatius College.....	0	0	50	20	0	15	x	x	x	x	x	x	x	x	x	x	x	x	(b)	(b)	10	40		40
Metropolitan Business College*.....							x	x	x	x	x	x	x	x	x	x	x	x			12	52	8	32
Souther's Chicago Business College.....	20		31			19	x	x	x	x	x	x	x	x	x	x	x	x	1,100	50	20	40		80
Dixon Business College.....	10	8	40	0	0	19	x	x	x	x	x	x	x	x	x	x	x	x			11	50		28
Commercial department of Eureka College*.....							x	x	x	x	x	x	x	x	x	x	x	x			20	40		60
Western Business College*.....	3					18	x	x	x	x	x	x	x	x	x	x	x	x	150	4	10	48	6	

\* From the Report of the Commissioner of Education for 1880.

a For commercial course.

b See report of classical department (Table IX).

c For terms of 3 and 6 months.

d For scholarship.

e Athenaeum Business School is a department of this institution.

f For Athenaeum Business School.



TABLE IV.—*Statistics of commercial and business colleges for 1881, &c.—Continued.*

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Average age of students.	Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school last year.	Number of months of evening school.	Annual charge to each student for tuition.		
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.					Whole number.	Increase in the last school year.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
24 Jacksonville Business College and English Training School.	10	16				19.8	x	x	x	x	x	x	x	x	x	x	x	x	496		20	42	6	\$18,45.70
25 Joliet Business College and English Training School.						15	x	x	x	x	x	x	x	x	x	x	x	x	15,000		11	44	11	50
26 Commercial department of McKendree College*							x	x	x	x	x	x	x	x	x	x	x	x	(a)	(a)	9 1/2	40		40
27 Commercial department of Mt. Morris College.	0	0	0	0	0	20	x	x	x	x	x	x	x	x	x	x	x	x	(a)	(a)	10	40		35
28 O'arga Commercial College*	2	7				18	x	x	x	x	x	x	x	x	x	x	x	x			12	50	4	60
29 Parish's Business College and Telegraphic Institute.							x	x	x	x	x	x	x	x	x	x	x	x			9-12	5		630-39
30 Chaddock College of Law and Commerce	21	4				19	x	x	x	x	x	0	x	x	x	x	x	x	100		10	50	5 1/2	60
31 Gen City Business College.	20					19	0	x	x	x	x	x	x	x	x	x	x	x	300		12	50	7	50
32 Rockford Business College.						19	x	x	x	x	x	x	x	x	x	x	x	x	100		6	48	6	65
33 Springfield Business College*							x	x	x	x	x	x	x	x	x	x	x	x			52	6		60
34 Sterling Business and Phonographic College.	26					20	x	x	x	x	x	0	x	x	x	x	x	0			6	52	9	440
35 Evansville Commercial College.						18	x	x	x	x	x	0	x	x	x	x	x	x	356	50	6	42	6	35
36 Maumee Business College.	20					20	x	x	x	x	x	0	x	x	x	x	x	x	0	0	18	52	12	225-70
37 Indianapolis Bryant & Stratton Business College and Telegraph Institute.	60	81	130	13	0	18	x	x	x	x	x	0	x	x	x	x	x	x						
38 Star City Business College.	4	3	0	0	0	38			0	0	x	x	x	x	0	x	x	x	0	0	46	7		650
39 Hall's Business College.	15					19	x	x	x	x	x	x	x	x	x	x	x	x	100	5	6	36	6	41 1/2
40 Commercial department of the University of Notre Dame.	40	16	70	12	5		x	x	x	x	x	x	x	x	x	x	x	x	(a)					
41 Terre Haute Commercial College.		26	2	0	0	21	x	x	x	x	x	x	x	x	x	x	x	x	500		10		6	640
42 Northern Indiana Commercial College.							x	x	x	x	x	x	x	x	x	x	x	x						
43 Commercial Institute.							x	x	x	x	x	x	x	x	x	x	x	x			6	46	6	940
44 Clinton Business College.							x	x	x	x	x	x	x	x	x	x	x	x			12	52	4	60
45 Davenport Business College.	23		75			18	x	x	x	x	x	x	x	x	x	x	x	x			6	52	6	70
46 Baylies Commercial College.	4	6	4			19	x	x	x	x	x	x	x	x	x	x	x	x	300	20				
47 Hurd's National Business College of Upper Iowa University.						18	x	x	x	x	x	x	x	x	x	x	x	x						



TABLE IV.—*Statistics of commercial and business colleges for 1881, &c.—Continued.*

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Average age of students.		Branches taught.								Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months of evening school.	Annual charge to each student for tuition.			
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.			Common English and correspondence.	Pennanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.					Phonography.	Telegraphy.	Whole number.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
84 Darling's Business College.....							x	x	0	x	x	0	x	x	x	x	x	0	275		6-12	48	5	\$70
85 Curtiss Business College <sup>a</sup> .....						19	x	x		x	x		x	x	x	x			150	25	6-8	6	30	
86 Winona Business College.....	0	0	0	0	0	20	x	x	x	x	x		x	x	x	x	0		1,200	25	50	40	50	
87 St. Stanislaus Commercial College.....	0	0	8	40	0	14	x	x	0	x	x	x	x	x	0	x	0				33-4	52	6	640
88 Cooper's Business College (Cooper Institute).....	0	0	0	0	0	18	x	x		x	x	0	x	x	x	x	0				3-6	52		640
89 Chambers' Business College.....							x	x	x	x	0	0	x	x	x	x			1,200	100	12	52	35	
90 Bryant's Business College.....	0	0	17	0	0	18	x	x	x	x	x	0	x	x	x	x	0							
91 Butler's Commercial College.....							x	x		x	x		x	x	x	x								
92 St. Joseph Commercial College.....			50	3		15	x	x	x	x	x	0	x	x	x	x	0		1,500		10	44		16-40
93 St. Joseph Normal Business College.....	6					19	x	x	x	x	x	0	x	x	x	x			150		6	48	6	75
94 Bryant & Stratton Business College <sup>a</sup> .....	13	68				19	x	x	x	x	x	x	x	x	x	x					6	52	7	660
95 Commercial department of St. Louis University <sup>a</sup> .....	0	20	43	20	0	14	x	x	x	x	x	x	x	x	x	x			(c)		10	40	0	f15
96 Franklin Institute.....							x	x	x	x	x	x	x	x	x	x								
97 Johnson's Commercial College.....	16	0	12	0	3	18	x	x	x	x	x	0	x	x	x	x	0	0	0	0	0	52	9	750
98 Jones' Commercial College <sup>a</sup> .....	0	0	0	0	0		x	x	x	x	0	0	x	x	x	x	0		250		0	52	8	750
99 Mount City Commercial College.....	0	0	0	0	0		x	x	x	x	x	0	x	x	x	x			245		3-12	52	6	10-70
100 Great Western Business College.....	10		6			18	x	x	x	x	x	x	x	x	x	x					12	48	6	50
101 School of Practice.....	12	12				17	x	x	x	x	x	x	x	x	x	x					10	40	6	100
102 Gaskell's Bryant & Stratton Business College <sup>a</sup> .....						17	x	x	x	x	x	x	x	x	x	x								
103 New Hampton Commercial College <sup>a</sup> .....						19	x	x	x	x	x	x	x	x	x	x								
104 Commercial College.....				4		17	x	x	x	x	x	x	x	x	x	x						40		40-110
105 Elizabeth Business College.....						16.2	x	x	x	x	x	x	x	x	x	x			675			40	7½	
106 Gaskell's Jersey City Business College.....						18	x	x	x	x	x	x	x	x	x	x					52	8		
107 Coleman's Bryant & Stratton Business College <sup>a</sup> .....			13	3		17	x	x	x	x	0	0	x	x	x	x	0		225	35	11	47	5	75
108 New Jersey Business College.....			45			16	x	x	x	x	0	0	x	x	x	x			250	50	10-12	40	7½	70
109 Paterson Business College.....						16	x	x	x	x	x	x	x	x	x	x					10		8	75
110 Business College.....			4			18	x	x	x	x	x	x	x	x	x	x			200		30	40	6	60
111 Capital City Commercial College.....	3	5				18	x	x	x	x	x	x	x	x	x	x			300	100	4-8	44	6	2100
112 Folsom's Business College <sup>a</sup> .....						18	x	x	x	x	x	x	x	x	x	x								



[illegible]

\*From report of the Commissioner of Education for 1880. *g* Time unlimited.

a Branch of Curtiss Business College at Minneapolis.

*b* For commercial course.

For life scholarship.

**In English department: other branches. \$50-\$160 for**

an English department; other branches, \$50-\$100 for six months.

SIX MONTHS.  
See report of classical department (Table IX).  
The figures here report, see Table IX.

Charge for a term of ten weeks.

Charge for a term of ten weeks.

Reported with academic department, see Table VI.

In day school: \$20 a quarter in evening school.

Three to four years.

For term of three months.

The Morse Telegraph Institute is connected with

the above program is conducted at this school.

TABLE IV.—*Statistics of commercial and business colleges for 1881, &c.—Continued.*

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months of evening school.	Annual charge to each student for tuition.			
	In phonography.				In Spanish.	Average age of students.	Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.					Telegraphy.	Whole number.	Increase in the last school year.
	In telegraphy.	In German.	In French.	In English.																				
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Youngstown Business College and Institute of Penmanship.	19	7	23	.....	.....	20	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	12	50	12	\$75
Zanesville Business College.	.....	.....	.....	.....	.....	19	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50	3	\$40
Portland Business College.	.....	.....	.....	.....	.....	21	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	52	12	\$60
Allentown Business College.	6	.....	.....	.....	.....	18	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50	8	50
Commercial course in St. Vincent's College*	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50	8	50
Commercial department in Trach's Academy*	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	42	6	50
Knauss' Business College*	.....	.....	.....	.....	.....	18	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	44	6	50
Pennsylvania Business College.	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	52	6	50
Wilmington Commercial College	.....	.....	.....	.....	.....	22	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	40	5	635
Lancaster Commercial College	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	44	7	70
Bryant, Stratton & Smith Business College*	.....	.....	.....	.....	.....	18	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	11	6	100
Bryant & Stratton Business College.	.....	.....	.....	.....	.....	20	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	12	52	6
Crittenden Philadelphia Commercial College.	.....	.....	.....	.....	.....	22	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	52	7	100
Peirce College of Business.	.....	.....	.....	.....	.....	18	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	10	42	63
Select Commercial School.	.....	.....	.....	.....	.....	21	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	12	52	12
Curry Institute and Union Business College.	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	52	5	50
Duff's Mercantile College.	.....	.....	.....	.....	.....	10	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	52	6	75
Hinman's Pottsville Business College.	.....	.....	.....	.....	.....	20	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	12	50	100
Koeller's Commercial School.	.....	.....	.....	.....	.....	20	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	12	52	12
Koeller's Commercial College.	5	8	.....	.....	.....	18	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	12	52	12
Luce's Business College.	.....	.....	.....	.....	.....	20	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	12	52	12
Williamsport Commercial College.	.....	.....	.....	.....	.....	18	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	11	48	30
Providence Bryant & Stratton Business College.	.....	.....	.....	.....	.....	19	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	11	48	100
Schofield's Commercial College.	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	11	48	125
Behm's Chattanooga Commercial College.	.....	.....	.....	.....	.....	20	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	52	12	0
Goodman's Business College.	.....	.....	.....	.....	.....	20	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	6	52	0
Knoxville Business College and Telegraphic Institute.	.....	.....	.....	.....	.....	25	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	5	39	50

181	Leadin's Business College	20	12	52	6	50
182	Goodman's Business College	20	6	52	0	d50
183	Commercial department of Burritt College*	18	10	40	0	25-40
184	Fort Worth Business College	15	10	40	8½	50
185	Island City Business College	13	12	12	5	120
186	Livingston's Galveston Business College	12	12	12	5	e50
187	Scherrer's Business College	10	16	17	17	188
188	Commercial College, Southwestern University	10	16	17	17	188
189	Commercial College of Trinity University	10	16	17	17	188
190	Waco Business College	20	20	20	20	190
191	Queen City Commercial College	12	12	12	12	191
192	Old Dominion Business College	18	18	18	18	192
193	National Business College	17	17	17	17	193
194	Fond du Lac Commercial College	4	0	0	0	194
195	Green Bay Business College	18	18	18	18	195
196	Slisbee Business College	11	11	11	11	196
197	La Crosse Business College	0	0	0	0	197
198	Northwestern Business College	0	0	0	0	198
199	Spencerian Business College	0	0	0	0	199
200	Oshkosh Business College*	0	0	0	0	200
201	Pio Nono Commercial College	45	0	0	0	201
202	Commercial department of University of Wash- ington Territory.*	15-16	15-16	15-16	15-16	202

\* From Report of the Commissioner of Education for 1880.

*b* For scholarship.

*c* For course of lessons in book-keeping; time unlimited.

*d* For term of six months.

*e* For life scholarship.

*f* For life membership.

*g* Includes board.

TABLE IV. — *Commercial and business colleges from which no information has been received.*

Name.	Location.	Name.	Location.
Course in commerce, State Agricultural and Mechanical Col- lege.	Auburn, Ala.	Aylworth's Commercial School	Battle Creek, Mich.
Commercial course in Spring Hill College	Near Mobile, Ala.	Bay City Business College	Bay City, Mich.
H. B. Bryant's Chicago Business College and English Training School.	Chicago, Ill.	St. John's Commercial College	St. Joseph, Minn.
Commercial department of Ewing College	Ewing, Ill.	St. Paul Business College and Telegraphic Institute	St. Paul, Minn.
Allen's Business College	Burlington, Iowa.	Bryant and Stratton Utica Business College	Utica, N. Y.
Bowen's Business College and Academy	Des Moines, Iowa.	Commercial department of the State Normal School	Indiana, Pa.
Commercial and telegraph department of Oskaloosa College	Oskaloosa, Iowa.	Greenwich Commercial College	East Greenwich, R. I.
Portland Business College	Portland, Me.	Commercial School in Winchester Normal	Winchester, Tenn.
		Great Southern Business College	Parkersburg, W. Va.
		Spencerian Business College	Washington, D. C.

TABLE IV. — *Memoranda.*

Name.	Location.	Remarks.
Becker's Business College	Rockford, Ill.	Name changed to Rockford Business College.
Baylies' Mercantile College	Keokuk, Iowa	Superseded by Miller's Great Mercantile College.
Carter's Commercial College and School of Business	Pittsfield, Mass.	Succeeded by Chickering's Commercial College and School of Business.
Bryant and Stratton Business College	Newark, N. J.	Now Coleman's Bryant and Stratton Business College.



TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
1	Kindergarten (Judson Female Institute.)	Marion, Ala. ....	.....	.....	.....	.....	4-8	.....
2	Charity Kindergarten of the Presbyterian Church.	Oakland, Cal. ....	.....	Miss Oviot. ....	.....	.....	.....	.....
3	Charity Kindergarten	San Francisco, Cal. (512 Union street).	1881	Miss Kittie Morse .....	.....	.....	2½-5	.....
4	Mrs. Colgate Baker's Kindergarten.	San Francisco, Cal. (1608 Van Ness avenue).	1878	Miss Woodbridge ....	0	15	3-9	5
5	Free Kindergarten...	San Francisco, Cal. (1018 Folsom street).	1880	Mrs. C. B. Story and Miss McLane.	1	44	3-6	3½
6	Haight Street Kindergarten (University College).	San Francisco, Cal. (119 Haight street).	1881	Miss Ella L. Neil .....	0	16	3-8	5
7	Mrs. Haven's Mission Kindergarten.	San Francisco, Cal. (cor. Eighteenth and Jessie streets).	1881	Louise L. Havens. ....	3	65	2-8	4½
8	Jackson Street Free Kindergarten.	San Francisco, Cal. (116 Jackson street).	1879	May W. Kittredge. ....	1	54	3-5	5
9	Jackson Street Public Kindergarten.*	San Francisco, Cal. (116 Jackson street).	1880	Flora van Den Bergh ..	1	40	5, 6	5
10	Kindergarten .....	San Francisco, Cal. (512 Union street).	1881	Miss Annie Stovall .....	.....	.....	5, 6	.....
11	Kindergarten of the Little Sisters' Infant Shelter.	San Francisco, Cal. (512 Minna street).	1879	Miss Fannie Temple. ....	.....	40	2-6	4
12	Kindergarten of Young Women's Christian Association.*	San Francisco, Cal. (29 Minna street).	1880	Miss Lizzie Muther. ....	1	40	3-6	4
13	Kindergarten (Protestant Orphan Asylum).	San Francisco, Cal. ....	.....	.....	.....	.....	.....	.....
14	Model Kindergarten*.	San Francisco, Cal. (1711 Van Ness avenue).	1880	Emma Marwedel .....	1	40	3½-9	4
15	Shipley Street Free Charity Kindergarten.*	San Francisco, Cal. (146 Shipley street).	.....	Mrs. M. Lloyd .....	.....	35	.....	.....

\* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education.*

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
---	---	Block building, weaving, embroidery, singing, calisthenics, &c.	Blocks, splits, paper, &c....	The inventive faculties are developed, accuracy and patience in work acquired, and the finer sensibilities cultivated.
5	40	Fröbel's occupations.....	Fröbel's gifts, piano, blackboard, ruled tables, plants, pictures, &c.	Develops the physical, moral, and intellectual faculties, in perfect health and beauty, and forms the groundwork of a thorough education.
5	44	Sewing, drawing, paper and straw chain making, mat making, form laying with sticks, beans, &c.	-----	Makes children eager for knowledge, happy, and kind-hearted, and overcomes tendencies to evil.
5	42	Drawing, counting, sewing, weaving, stick laying, laying of tablets, splint work, object lessons, singing, marching, modelling, and plant culture.	Squared tables, benches, blackboards, slates, tablets, sewing materials, weaving materials, squared paper, sticks, balls, gifts, rings, straws, and perforating mats and needles.	Improves the child physically, develops all his senses, and teaches him to observe and reflect, to compare and to contrast.
5	40	Fröbel's gifts and occupations, object lessons, games, motion songs, dancing, calisthenics, and lessons in German and drawing.	Fröbel's gifts and materials, slates, blackboards, designs for drawing, crayon and water colors, musical charts, educational charts, &c.	Tends to form a graceful figure, cultivates the perceptive faculties, habits of attention and concentration, and induces kindness and generosity of disposition and general refinement of character.
5	42	Sewing, weaving, paper folding, paper cutting, drawing, chain making, stick laying, and slat laying.	First four of Fröbel's gifts, tablets, beans, sticks, slats, piano, triangle, tambourine, &c.	Marked physical and mental improvement.
5	42	Weaving, sewing, stick and tablet laying, paper folding, drawing, pricking, the gifts, and reading and writing.	Kindergarten benches and tables, an organ, pictures, books, slates, and blackboards.	Cultivates the perceptive faculties, tends to make the child attentive and observant, careful and obedient, awakens a desire for knowledge, and aids the physical development.
5	---	All the usual occupations....	Fröbel's gifts; also, the materials of the American Kindergarten system.	Most excellent and satisfactory.
5	40	Usual Kindergarten occupations and games.	Kindergarten gifts, tables, and material for occupations.	Harmonious training of mind and body.
5	40	Usual occupations, gardening, &c.	Usual apparatus and appliances.	Happiness, comfort, and justice create a healthy atmosphere of kindness and love, strengthening mind and body in a natural and harmonious development of good habits and an independent and responsible character, without injuring the individual powers.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
16	Silver Street Kindergarten.	San Francisco, Cal. (64 Silver street).	1878	Mrs. Kate D. Smith Wiggin.	a3	112	3-6	4
17	Zeitska Institute Kindergarten.	San Francisco, Cal. (922 Post street).	1877	Mrs. F. Taubmann ....	1	25	3-6	3
18	Kindergarten .....	San José, Cal .....	1881	Edith C. Mason .....	...	20	3-7	3½
19	Kindergarten (Hartford Female Seminary).	Hartford, Conn .....	1880	Alice Flynn and Carrie Morley.	...	40	3-10	3
20	New Britain Kindergarten.	New Britain, Conn....	1880	Annie N. Bowers .....	...	16	3-9	3
21	American Kindergarten. <i>b</i>	New Milford, Conn ...	1875	Miss Mamie C. Wells .....	...	7	4-10	4
22	Misses Alcott and Sherwood's Kindergarten.	Stamford, Conn. (13 Prospect street).	1879	Misses Alcott and Sherwood.	...	18	3-8	3½
23	Fröbel Kindergarten.	Wilmington, Del. (300 Delaware ave.)	1880	Thalia L. M. Negen-dank.	1	14	3-8	3
24	Wilmington Fröbel Kindergarten.	Wilmington, Del. (901 Tatnall street).	1879	Cora H. Rust .....	1	16	3-8	3
25	Belleville Kindergarten.	Belleville, Ill. (Jackson street).	1874	Miss Anna Trotz. ....	1	111	4-7	4½
26	Miss Brown's Kindergarten.*	Chicago, Ill. (corner Erie and Dearborn streets).	.....	Miss Brown .....	1	21	.....	.....
27	Fröbel Kindergarten.	Chicago, Ill. (3 East Fortieth street).	1881	Leonore S. Goodwin ...	...	5	3-5	3
28	Fröbel Kindergarten and School.	Chicago, Ill. (61 Twenty-second street).	1878	Mrs. A. B. Scott .....	2	35	3-10	3-4½
29	Fröbel School and Kindergarten.*	Chicago, Ill. (corner Bishop Court and Madison street).	.....	Miss Sara Eddy .....	...	47	.....	.....
30	German Kindergarten	Chicago, Ill. (122 South Morgan street).	1873	Miss Mathilde Burmester.	1	30	3-8	4
31	Kindergarten .....	Chicago, Ill. (2535 Prairie avenue).	1875	Mrs. Alice H. Putnam.	2	40	3-7	3
32	Kindergarten * .....	Chicago, Ill. (1818 Indiana avenue).	1879	Miss Sherah R. Spike. ....	...	13	3-7	3

\* From Report of the Commissioner of Education for 1880.



*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week.		Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10		11	12	13
5	42		Sewing, weaving, pricking, drawing, paper folding, and paper cutting.	1st, 2d, 3d, 4th, and 5th gifts, with tablets, sticks, and needles for weaving, pricking, and sewing.	Brings every muscle into action, trains to habits of observation, and gives ideas of various useful occupations.
5	44		All Fröbel's gifts; reading and writing in German, French, and English to the more advanced pupils.	The gifts, objects for object lessons, charts, pictures, measures, weights, and garden implements.	Develops the child's faculties, inducing habits of order and obedience, of thinking and reasoning, and cultivates his social nature.
5	35		The usual Kindergarten occupations.	-----	Slow but steady progress.
5	40		-----	Approved and modern apparatus.	
5	30		Drawing, writing, weaving, perforating, parquetry, sewing, cutting and pasting, paper folding, modelling, &c.	Full supply of usual material.	Trains the muscles of the body, educates the senses, awakens keen perception and original thought, and cultivates the religious nature of the child.
5	40		Exercises, in form, color, perforating, drawing, designing, printing, embroidery, calisthenics, modelling, and weaving.	Blocks, colored papers, weaving mats, cards for perforating, perforators, zephyr, needles, dumbbells, and modelling knives.	Develops each individual child, physically and mentally, in the most natural and healthy manner.
5	36		Usual Kindergarten gifts and occupations, games, marching, and calisthenics.	Chairs, tables, blackboard, piano, &c.	
5	36		Sewing, pricking, folding, cutting, drawing, weaving, clay work, peas work, stick laying, ring laying, tablet pictures, and block building.	Squared tables, &c.-----	Imparts grace and ease, cultivates habits of observation, stimulates the reasoning faculties and carefully nurtures all good impulses.
5	40		Modelling, weaving, sewing, pricking, paper folding and cutting, paper pasting, peas work, drawing, painting, &c.	Tables, chairs, piano, blocks, triangles, rings, balls, slates, pencils, strings, pictures, &c.	Marked physical and mental development, and superior preparation for advanced study.
5	44		Fröbel's occupations and gifts.	Fröbel's gifts.-----	Excellent physical development and superior preparation for public school.
5	14		Weaving, drawing, paper folding, sewing, modelling, perforating, gifts, singing, and games.	Balls, gifts, beads, peas, and colored paper.	Develops the child physically, and tends to make him healthy and happy.
5	40		Exercises with thirteen gifts, perforating, sewing, weaving, drawing, paper folding, interlacing slats and paper, card-board work, coloring, peas work, modelling, songs and games.	All the appliances necessary to conduct a Kindergarten according to Fröbel's method.	Very satisfactory.
5	46		Eighteen of Fröbel's gifts ....	Blackboards, pictures, and charts.	Satisfactory.
5	40		Drawing, weaving, paper folding, and the usual occupations of Fröbel's system.	Chairs, squared tables, cubes, squares, and triangles.	Strengthens the muscles, cultivates the senses, trains the hand to be the servant of the brain, and inculcates habits of concentration and conciseness of expression.
5	40		Sewing, weaving, stick and ring laying, drawing, folding, block building, &c.	Squared tables, chairs, blackboards, globes, &c.	Imparts grace of motion, develops the perceptive faculties, creates a love of the beautiful, and systematically trains mind and hand.

*a* Twelve normal students also assisting.

*b* Discontinued during a portion of the year 1881, but (August, 1881) soon to be reopened.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
33	Kindergarten (Heimstreet's Classical Institute).	Chicago, Ill. (420 Wash avenue).	-----	-----	-----	-----	-----	-----
34	Kindergarten (Miss Mary J. Holmes' School).	Chicago, Ill. (482 Hurlbut street).	1879	Miss Foster .....	2	22	4-7	4
25	Kirkland Kindergarten.	Chicago, Ill. (275 Huron street).	1881	Marie Louise Henry and H. A. Brown.	....	28	3-7	3
36	Memorial Kindergarten.	Chicago, Ill. (147 Milton avenue).	1879	Mary Jones .....	2	90	3-7	3
37	Park Institute Kindergarten.*	Chicago, Ill. (103 Ashland avenue).	1873	Mrs. A. E. Bates .....	3	64	4-8	3-4½
38	Parish Kindergarten*	Danville, Ill .....	1880	Rev. W. F. Taylor (rector).	-----	-----	-----	-----
39	Forrestville Public Kindergarten.	Hyde Park, Ill. (Forty-fifth street and St. Lawrence avenue).	1877	Emily G. Hayward ..	....	40	3-7	4½
40	Kindergarten department of Illinois Female College.	Jacksonville, Ill .....	1881	Miss C. J. Marshall ..	....	15	-----	-----
41	La Grange Kindergarten.	La Grange, Ill .....	1878	Mary F. Fox .....	-----	28	3-9	4
42	Kindergarten in Cook County Normal and Training School.	Normalville, Ill. ....	1881	Matilda H. Ross .....	2	22	4-6	3
43	Kindergarten (Pet-tengill Seminary).	Peoria, Ill .....	-----	Jeannette C. Frost ..	-----	-----	-----	-----
44	Indianapolis Kindergarten.*	Indianapolis, Ind. (456 N. Meridian street).	1875	Alice Chapin .....	4	35	3-10	3-5
45	North End Kindergarten.*	Indianapolis, Ind. (s. e. corner Illinois and Eighth street).	1880	Mary L. Anghinbaugh	1	20	3-8	3
46	Mrs. Wynn's Kindergarten.	Indianapolis, Ind. (32 Cherry street).	1880	Mrs. Cynthia C. Wynn	....	20	3-6	4
47	Marion Kindergarten*	Marion, Ind. (Fifth street).	1879	M. J. Dwinell .....	....	18	3-8	3, 4
48	Cedar Rapids Kindergarten.*	Cedar Rapids, Iowa (60 Iowa avenue).	1877	Mrs. C. F. Madeira and daughters.	4	58	3½-10	3
49	Des Moines Kindergarten.	Des Moines, Iowa (Ninth street).	1876	Mrs. L. B. Collins .....	2	30	4-7	3
50	Kindergarten School.	Dubuque, Iowa .....	-----	Mrs. M. Smith .....	1	20	-----	-----
51	Kindergarten School.	Manchester, Iowa .....	-----	Mrs. E. J. Congar .....	60	-----	-----	-----
52	Lawrence Kindergarten.	Lawrence, Kans .....	1874	Miss Georgina Coathupe.	0	20	3-9	3

\* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
...	...	Fröbel's occupations .....	Apparatus and appliances of the Fröbel Kindergarten.	
5	40			
5	40	Weaving, sewing, drawing, peas work, paper folding, paper cutting, parquetry, pricking, painting, and modelling.	Fröbel's gifts (1st, 2d, 3d, 4th, 5th, and 6th), rings, sticks, tablets, beads, stones, shells, and minerals.	Natural mental development, excellent basis for advanced study, and specially helpful to weak and nervous natures.
5	42	Usual Fröbel occupations.....	Material ordinarily used in the Kindergarten.	Excellent.
5	40	Usual occupations .....	Fully equipped .....	Most gratifying.
...	...			
5	40	All of Fröbel's occupations...	The usual Kindergarten materials and appliances with piano and other convenient articles.	Imparts power of concentration, and affords excellent preparation for advanced study.
...	...			
5	40	All the Kindergarten gifts with the exception of the 6th, 16th, and 17th.	.....	Strengthens the body, forms correct habits of thinking, and employs the awakening mind.
5	40	Fröbel's occupations.....	The best obtainable .....	Cultivates the will, directs the affections, and helps to lay the foundation of the general character.
...	...			
5	40	Those given by Fröbel, music, marching, care of plants, &c.	The gifts and material for the occupations, with wholesome well ventilated rooms and pleasant playground.	Imparts strength and grace, teaches self control, trains the powers of perception and conception, and is an excellent groundwork for all subsequent mental culture.
5	40	Building with cubes, picture laying with squares and triangles, stick laying, drawing, pricking, sewing, weaving, paper cutting and folding, modelling, &c.	Balls, cubes, tablets, and other necessary material.	Develops the physique, gives manual skill, freedom and grace in motion, leads to habits of thought, brings out the inventive faculties, and gives ease in the use of language.
5	40	Fröbel's occupations.....	Fröbel's materials .....	Excellent development of body and intellect.
5	40	Sewing, weaving, working in clay, paper cutting and folding, drawing, stick laying, block building, with books for older pupils.	1st, 3d, 4th, 5th, 8th, and 9th gifts, with tables, chairs, and cabinet.	Strengthens the body, awakens the mental faculties, particularly those of perception, and constantly stimulates a desire for information.
5	40	All of Fröbel's gifts and occupations, reading, &c., to the more advanced pupils, movement games, songs, and gymnastics.	All of Fröbel's gifts, piano, plants, birds, cabinet, and all other necessary apparatus for teaching advanced children.	Beneficial in the development of the physical and mental natures and a superior culture morally and socially.
5	36	Sewing, folding, weaving, paper cutting, interlacing slats, drawing, modelling, and peas work.	Gifts, 1st, 2d, 3d, 4th, 5th, 6th, 7th, 8th, and 9th.	Harmonious development of the hand, head, and heart.
...	...			
5	50	Sewing, paper folding, weaving, blocks, tablets, singing, numbers, reading, writing, and drawing.	Squared tables, blackboards, most of Fröbel's gifts, piano, chairs, and forms.	Renders the child stronger and brighter, less selfish and more self reliant, polite and kind to his associates.



TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established	Name of conductor.	Number of assist- ants.	Pupils.		
						Number of	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
53	Kindergarten (College of the Sisters of Bethany).	Topeka, Kans. ....	1880	Mrs. Ruth Giffin.....	1	36	(a)	3½
54	Private School and Kindergarten.	Topeka, Kans. (347 Jackson street).	1880	Hattie M. Senour .....	1	20	4-8	3
55	Kindergarten Institute.	New Orleans, La. (67 Coliseum street, corner St. Mary).	1881	Mrs. John E. Seaman.	4	63	4-11	3
56	Bates Street Kindergarten.	Lewiston, Me. (34 Nichols street).	1875	Miss Mary H. Irish...	0	80	4-8	5
57	Kindergarten, Miss Sargent's School.	Portland, Me. (148 Spring street).	1874	Miss Mary L. Clark...	0	24	3-7	3
58	Kindergarten .....	Baltimore, Md. (139 W. Biddle street).	1880	Nannie Montgomery Johns.	....	11	3-7	3
59	The New Education Kindergarten.	Baltimore, Md. (343 Linden avenue).	1877	Kate S. French, J. F. F. Randolph, and L. F. Bryson.	3	40	3-8	4
60	Miss Williams' Kindergarten.	Baltimore, Md. (n. e. corner Park and Eager streets).	1874	E. Otis Williams.....	1	18	3-6	3
61	Mrs. Brown's Kindergarten.*	Boston, Mass. (Hotel Cluny, Boylston street).	1879	Mrs. A. K. Brown.....	0	12	3-6	3
62	Chauncy Hall Kindergarten.	Boston, Mass. (259 Boylston street).	1874	Lucy Wheelock .....	1	14	3-7	3-4
63	Kindergarten .....	Boston, Mass. (28 Mt. Vernon street).	1870	Nina Moore .....	....	7	3-6	3
64	Kindergarten department of Trinity House.	Boston, Mass. (Trinity Church).	1881	.....	.....	.....	.....	.....

\* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week, Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	36	Building with blocks, counting with sticks, form laying with tablets, perforating, embroidering, drawing, singing, marching, recitation, writing, and reading.	Gifts used in American Kindergarten and Emily Huntington's kitchen garden apparatus and appliances.	Imparts grace of movement inculcates habits of order, method, and prompt obedience, and leads the child to think, to act, to observe, and compare for himself.
5	35	Stick laying, peas work, sewing, folding, cutting, weaving, drawing, games, songs, writing, and lessons in reading and numbers.		
5	40	Weaving, drawing, modelling, sewing, folding, cutting, stick laying, peas work, games, songs, instrumental music, and other occupations common to a first class Kindergarten.	Squared tables, chairs, table ware, piano, drums, triangles, tambourines, Prang's pictures for object teaching, and material for teaching the occupations.	It fully realizes the idea of Fröbel that physical and mental work can be made as attractive and exhilarating as play.
5	37½	Weaving, sewing, perforating, block building, drawing, penmanship, numbers, reading, singing, games, general lessons on color, human body, &c.	3d, 4th, and 5th gifts, staffs, slats, materials for weaving, paper folding, sewing and perforating, books, slates, numeral frame, blackboards, tables, &c.	Develops the physical powers, trains to habits of attention and order, cultivates taste, perception, and use of language, and gives ideas of form, size, and color.
6	38	Fröbel's gifts and occupations.		
5	33	Weaving, sewing, pricking, building, laying of rings and sticks, drawing, modelling, paper folding, singing, &c.	Fröbel's gifts and materials for the occupations, squared blackboard, colored chalks, piano, and arrangement for the growth of flowers.	Its beneficial effect in the physical development of the child is evident to the most superficial observer, and its agency in the development of the mind is even more marked, awakening as it does the creative faculties, giving clearness of thought, correctness of perception, and laying the foundations for after training.
5	38	Gifts 1st, 2d, 3d, 4th, 5th, 6th, 7th, sticks, rings, drawing, perforating, sewing, weaving, paper folding, interlacing slats, connected slats, twining paper, cutting and pasting paper, peas work, modelling, movement songs and games.	All of Fröbel's gifts and materials for the occupations, piano, Kindergarten furniture of the best kind, beautiful sunshiny rooms, and much that cultivates a love for the good, the true, the beautiful.	Superior preparation for the public school.
5	36	Fröbel's occupations and gifts.	Fröbel's gifts, &c .....	Increases activity and ability in the child for systematic work and thought, and cultivates his powers of observation.
5	40	Building, weaving, working with tablets, the use of colors in various ways, designing and drawing with papers, rings, and sticks, pricking, embroidering, and modelling in clay.	All apparatus and appliances necessary for the mentioned occupations.	The child's body is developed by the games played, morals are taught, and the mental training lays the foundation for a systematic, scientific education, which will help him to become an expert and artistic workman in any occupation in which he may be engaged.
5	36	Drawing, sewing, weaving, folding, paper cutting, modelling, building, stick laying, &c.	Building blocks, balls, and materials for the occupations.	Beneficial to the health, mind, and character of the child.
5	28	Fröbel's occupations.....	Fröbel's gifts and materials for occupations.	Healthful.
....	....			

α Under 10.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
65	Kindergarten (North End Industrial Home).	Boston, Mass. (39 N. Bennet street).	.....	Miss Etta Macy and Miss C. W. Davis.	....	50	3-5	3
66	Kindergarten (Perkins Institution and Massachusetts School for the Blind).	Boston, Mass. ....	.....	Miss Della Bennett.	1	....	....	....
67	Parmenter Street Kindergarten, No. 1.*	Boston, Mass. (Cushman School).	1878	Mrs. Sarah S. Ropes ..	1	60	2-5	3
68	Private Kindergarten*	Boston, Mass. (52 Chestnut street).	1872	Miss Mary J. Garland and Miss Rebecca J. Weston.	1	18	3-5	3
69	Roxbury Kindergarten.	Boston, Mass. (Grove Hall).	1877	Miss C. R. Sandford.	....	10	3-8	4
70	Brookline Free Kindergarten, No. 1.	Brookline, Mass. (Prospect street, Old Town Hall).	1877	Harriet B. Stodder....	1	50	3-7	3
71	Brookline Private Kindergarten.	Brookline, Mass. (Harvard street).	1881	Annie B. Winchester .	0	16	3-7	3
72	Kimball Farm Kindergarten.	Brookline, Mass. (corner Walter avenue and Tremont street).	1879	Mrs. Laura N. Wiggin	1	45	3½-5	3
73	Free Kindergarten...	Cambridge, Mass. (36 North avenue).	.....	Nellie M. Colby.....	1	50	3-5	3
74	Sparks Street Kindergarten. <sup>a</sup>	Cambridge, Mass. (17 Lowell street).	1877	Miss M. Florence Taft	0	30	2½-6	3
75	Cambridgeport Kindergarten, No. 2.*	Cambridgeport, Mass. (corner Windsor and School streets).	1879	Mrs. Caroline C. Voorhees.	1	55	3-5	3
76	Moore Street Kindergarten, No. 1.*	Cambridgeport, Mass. (76 Moore street).	1879	Miss Caroline E. Carr.	1	55	3-5	3
77	Kindergarten .....	Chelsea, Mass. (16 Everett avenue).	1879	Louise De Bacon .....	1	17	3-9	3
78	Florence Kindergarten.	Florence, Mass. (Pine street).	1876	Miss Carrie T. Haven.	5	82	3-7	3
79	Gloucester Kindergarten.	Gloucester, Mass. (Mason street).	1878	Adelia B. Shepherd....	....	16	3-7	3

\* From Report of the Commissioner of Education for 1880.



*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10			
11	12	13		
.....	.....	Those occupations which tend to awaken and exercise the powers of observation, comparison, combination, invention, memory, reflection, and action.	All means and appliances necessary to the carrying out of this method of instruction.	Most beneficent; no training of primary classes of blind children can attain a high degree of efficiency without its assistance.
5	40	Usual Kindergarten occupations.	All necessary material.....	It strengthens physically and makes the child observant and intelligent.
5	36	Fröbel's gifts in their proper sequence and the regular occupations, giving point, line, surface, and solid.	All necessary apparatus and appliances as given in Bradley's catalogue of Kindergarten materials.	The effect on the physical, mental, and moral nature is good.
5	36	Regular Kindergarten occupations, with elementary instruction for the more advanced.		
5	40	Pricking, sewing, weaving, drawing, modelling, block building, object lessons, number lessons, paper folding, marching, singing, games, &c.	Squared tables, small chairs, boxes of wooden cubes, sticks, steel rings, slates, and drawing books, patchwork, cardboard, &c.	Promotes bodily and mental growth, teaches the child self control, and develops in him an ability to think and act for himself.
5	37	Weaving, sewing, drawing, modelling, bead stringing, paper folding, designing, pasting papers and straw, block building, callisthenics, and games.	Squared tables, chairs, squared slates, geometrical forms, rings, sticks, blackboard, materials for designing, paper folding, weaving, sewing, and drawing, straws, and beads.	Trains the different members of the body, quickens the perceptive faculties, strengthens the memory, and teaches the child patience, perseverance, and self government.
5	41	Weaving, sewing, modelling, block building, singing, straw and bead work.	Blocks, squared tables, and usual materials used in Kindergarten for the occupations.	Kindergarten children are better fitted for higher school work than those otherwise taught.
5	42	Lessons in color and numbers.	.....	Teaches the child to think quickly and lays a good foundation for future school work.
5	43	Sewing, pricking, weaving, drawing, cutting, folding, building, staff laying, modelling, &c.	All Fröbel's gifts, plants, Kindergarten tables, chairs, blackboards, drawing books, clay, mats, &c.	Develops habits of observation and attention and quickens the perceptive faculties.
5	40	Sewing, weaving, drawing, stick laying, ring laying, painting, singing, paper folding, pricking, object lessons, modelling in clay, &c.	Kindergarten tables and chairs, squared blackboard, 1st, 2d, 3d, and 4th gifts, weaving mats, sewing cards, planes, colored paper, counters, &c.	Improves the physical condition, makes the child bright, happy, and intelligent and thoughtful and considerate for others.
5	40	Sewing, weaving, pricking, paper folding, drawing, painting, paper cutting, block building, parquetry, modelling, stick and ring laying.	Chairs, tables, squared blackboards, all materials for the occupations, wooden beads, 1st, 2d, 3d, 4th, 7th, 8th, and 9th gifts, sponges, towels, handkerchiefs, &c.	Develops healthy, happy natures, increases the vitality, makes the mind receptive, the hand skilful, and greatly facilitates the ease with which the child advances in school work.
5	40	The usual Kindergarten occupations, with reading, writing, arithmetic, and spelling for children over five and a half years of age.	Usual materials.....	Develops the child's physical nature and renders the mental faculties active and receptive.
5	40	The usual Kindergarten occupations.	Usual Kindergarten apparatus.	Satisfactory in its effect upon the physical and mental natures, and especially beneficial in its development of the moral being.
5	38	Regular Kindergarten occupations.	All necessary apparatus for the work.	

*a* This return is for the year ending June, 1881, since which time Miss M. Florence Taft has removed to Newport, R. I.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of	Between the ages of—	
	1	2	3	4	5	6	7	8
80	Mrs. Shaw's Charity Kindergarten.*	North Cambridge, Mass. (Reed street).	1879	Mrs. S. L. Cook and Miss L. O. Fessenden.	....	60	3-5	3
81	Charity Kindergarten (Brockway Mission School).	Detroit, Mich. ....	1881		....			
82	Miss Jennings' Kindergarten.	Detroit, Mich. (9 Washington avenue).	1880	Miss Florence E. Jennings.	1	22	3-7	3
83	Kindergarten .....	Detroit, Mich. (338 Jefferson avenue).	1879	Mrs. Endora Hallmann.	....	16	3-4½	3
84	Kindergarten .....	Detroit, Mich. (83 Second street).	1880	Maria C. Elder.....	0	12	3-6	3
85	Kindergarten of the German-American Seminary.	Detroit, Mich. (251 Lafayette street).	1869	Miss Augusta E. Hinze	1	45	3-6	3
86	Private Kindergarten.*	Detroit, Mich. (681 Cass avenue).	1880	Mrs. M. I. Leach .....	0	15	3-6	3
87	Second Ward Kindergarten.	Ionia, Mich. (Box 417).	1880	Miss Lida Brooks.....	....	40	5-8	5
88	Charity Kindergarten. <sup>a</sup>	Minneapolis, Minn. ....	1880	Mrs. E. R. Holbrook...	1	20	3-7	3
89	Fröbel Kindergarten.	Minneapolis, Minn. (53 South 8th street).	1879	Elizabeth C. Stephenson.	4	40	3-8	3½
90	Kindergarten*.....	Minneapolis, Minn. (227 South 6th st.).	1875	Annie L. Couchman...	1	18	4-8	4
91	St. Paul Kindergarten	St. Paul, Minn. (36 Iglehart street).	1868	Mrs. M. W. Brown ....	6	60	3-9	4
92	Kindergarten department of State Normal School.	Winona, Minn. ....	1880	Mrs. S. C. Eccleston...	1	35	3-6	3
93	Ames A. M. Kindergarten.	St. Louis, Mo. (Hebert, between 13th and 14th streets).	.....	Maria A. Kearney ....	4	6183	5-7	....
94	Ames P. M. Kindergarten.	St. Louis, Mo. (Hebert, between 13th and 14th streets).	.....	Georgie Green .....	4	6179	5-7	....
95	Bates A. M. Kindergarten.	St. Louis, Mo. (corner Bates and Collins streets).	1876	Mollie A. Clark .....	* 3	82	4-6½	3
96	Bates P. M. Kindergarten.	St. Louis, Mo. (corner Bates and Collins streets).	1876	Dora Langford.....	3	6132	.....	2½

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> Discontinued June, 1881; to be reopened February, 1882. Figures above given are for 1880.

*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	36	Usual occupations, with instruction in sewing.	Usual apparatus and appliances.	
5	35	Sewing, weaving, moulding, drawing, stick and tablet laying, paper folding, paper cutting, peas work, ring laying, building forms of life and beauty with 3d and 4th gifts.	Squared tables, chairs, 1st, 2d, 3d, 4th gifts, tablets, sticks, rings, clay, pictures, birds and other animals, an aquarium, plants, materials for weaving, interlacing, sewing, perforating, and drawing, plates, goblets, lunch cloths, &c.	Healthy and harmonious development of the physical, mental, and moral faculties.
5	40	Usual occupations .....	Usual apparatus and appliances.	
5	40	Weaving, sewing, perforating, book-mark work, folding, modelling, peas work, drawing, stick and ring laying, cutting and pasting, and exercises with the 1st, 2d, 3d, and 4th gifts.	Tables, chairs, pictures, &c.	Tends to develop equally in all directions.
5	44	The usual occupations .....	Usual apparatus.	
5	40	Building, weaving, sewing, perforating, drawing, stick, ring, and tablet laying, paper folding, mounting and interlacing, modelling, &c.	The usual appliances .....	Assists very materially in both physical and mental development.
5	40	Sewing, weaving, drawing, pasting, perforating, and interlacing.	Squared tables, gifts, including sticks, rings, &c.	Develops the physical powers, especially training the eye and hand.
5	40	All given by Fröbel .....	All necessary for the occupations.	Good.
5	40	Perforating, sewing, weaving, paper folding, interlacing, pasting, modelling, peas work, &c.	Fröbel's gifts, viz, balls, blocks, tablets, sticks, and rings.	Natural and harmonious development of mind and body, and superior preparation for future abstract study.
5	40	Those embraced in Fröbel's system.	Those given by Fröbel .....	Favorable in every way.
5	40	Fröbel's gifts, songs, plays, marching, gymnastics, and object lessons.	Tables, chairs, Fröbel's 20 gifts, piano, small museum, and bright sunshiny room.	Superior development of the physical, mental, and moral natures.
5	36	Fröbel's gifts and occupations.	All the apparatus and appliances needed in a thoroughly furnished Kindergarten, with access to a large museum.	Produces most happy results, especially upon children of nervous temperament.
5	40	Fröbel's occupations and exercises with the gifts.	All necessary for the Fröbel Kindergarten.	Cultivates the senses, awakens the child's curiosity, arouses a desire for knowledge, and stimulates to free creative activity.
5	40	Fröbel's occupations and exercises with the gifts.	All necessary for the Fröbel Kindergarten.	Cultivates the senses, awakens the child's curiosity, arouses a desire for knowledge, and stimulates to free creative activity.
5	40	Sewing, cutting, weaving, folding, drawing, peas work, modelling, stick laying, building, exercises on 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts.	Those introduced by Fröbel in his system of Kindergarten.	Harmonious development of the physical and mental natures.
5	40	Those given by Fröbel .....	Those introduced by Fröbel in his system of Kindergarten.	Harmonious development of the physical and mental natures.

*b* Enrolment for 1879-'80, including pupils receiving Kindergarten instruction only and those receiving primary and Kindergarten instruction.



TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
97	Carroll A. M. Kindergarten.	St. Louis, Mo. (cor. Carroll & Buell sts.).	1875	Anna G. Stewart.....	1	a135	5-7	3
98	Carroll P. M. Kindergarten.	St. Louis, Mo. (cor. Carroll & Buell sts.).	1875	Helen M. Douglass....	2	a158	5-7	2½
99	Charles A. M. Kindergarten.	St. Louis, Mo. (Shenandoah avenue, near Gravois road).	.....	Bettie Warden.....	1	a75	5-7	....
100	Charles P. M. Kindergarten.	St. Louis, Mo. (Shenandoah avenue, near Gravois road).	.....	Agnes Ketchum.....	2	a80	5-7	....
101	Clay A. M. Kindergarten.*	St. Louis, Mo. (cor. Bellefontaine and Farrar streets).	1876	Irene F. Wilson.....	5	132	6	3
102	Clay P. M. Kindergarten.	St. Louis, Mo. (cor. Bellefontaine and Farrar streets).	1876	Iola M. Gwathmey....	3	a141	5-7	....
103	Clinton A. M. Kindergarten.	St. Louis, Mo. (Grattan st., bet. Hickory and Park avenue).	1877	Nellie Fisher.....	4	80	5-7	3½
104	Clinton P. M. Kindergarten.	St. Louis, Mo. (Grattan st., bet. Hickory and Park avenue).	.....	Nellie M. Halliday....	3	75	5-7	2½
105	Compton A. M. Kindergarten.	St. Louis, Mo. (Henrietta street).	.....	Ida Jorgenson.....	1	a46	5-7	....
106	Divoll A. M. Kindergarten.	St. Louis, Mo. (Dayton street).	1874	Susie M. Simmons.....	5	120	5-7	3
107	Divoll P. M. Kindergarten.	St. Louis, Mo. (1008 Clay avenue).	1875	Miss Kate Sayers.....	3	70	5-8	2
108	Eliot A. M. Kindergarten.	St. Louis, Mo.....	.....	Clara Hubbard.....	2	a158	5-7	3
109	Eliot P. M. Kindergarten.	St. Louis, Mo.....	.....	Clara Hubbard.....	2	a150	5-7	2½
110	Everett A. M. Kindergarten.	St. Louis, Mo. (1410 N. Eighth street).	1874	Kate H. Wilson.....	2	a100	5-7	3
111	Everett P. M. Kindergarten.	St. Louis, Mo. (1410 N. Eighth street).	1874	Ida Richeson.....	2	a90	5-7	2½
112	Franklin A. M. Kindergarten.	St. Louis, Mo. (cor. 18th st. & Lucas avenue).	1875	Annie E. Harbaugh..	3	a131	5-7	3
113	Franklin P. M. Kindergarten.	St. Louis, Mo. (cor. 18th st. & Lucas avenue).	1875	Mattie Johnson.....	2	a124	5-7	2½
114	Hamilton A. M. Kindergarten.	St. Louis, Mo. (25th and Dixon streets).	1876	Lucretia Nangle.....	3	a111	5-7	3
115	Hamilton P. M. Kindergarten.	St. Louis, Mo. (25th and Dixon streets).	1876	Ida R. Bates.....	2	90	4-7	3½
116	Humboldt A. M. Kindergarten.	St. Louis, Mo. (cor. Jackson and Frudeau streets).	.....	Mary E. Thorn.....	2	a132	5-7	3
117	Humboldt P. M. Kindergarten.	St. Louis, Mo. (cor. Jackson and Frudeau streets).	.....	Mattie Brotherton....	2	a81	5-7	2½
118	Irving A. M. Kindergarten.	St. Louis, Mo.....	.....	L. T. Newcomb.....	3	a159	5-7	....
119	Irving P. M. Kindergarten.	St. Louis, Mo.....	.....	L. T. Newcomb.....	3	a122	5-7	....

\* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Those recommended and used by Fröbel.	Those given by Fröbel.....	Most excellent.
5	40	Those recommended and used by Fröbel.	Those given by Fröbel.....	Most excellent.
5	40	Fröbel's occupations and exercises with the gifts.	Those given by Fröbel.....	Excellent in its effect on the more prominent habits and practices required of the pupil when he enters the primary school.
5	40	Fröbel's occupations and exercises with the gifts.	Those given by Fröbel.....	Excellent in its effect on the more prominent habits and practices required of the pupil when he enters the primary school.
5	40	Fröbel's occupations.....	Those given by Fröbel.....	Excellent in every way, strengthening and highly developing.
5	40	Fröbel's occupations.....	Those given by Fröbel.....	Excellent in every way, strengthening and highly developing.
5	40	Fröbel's occupations.....	Those used by Fröbel.....	Admirable.
5	40	Fröbel's occupations.....	Those used by Fröbel.....	Very remarkable and beneficial.
5	40	Fröbel's occupations.....	Those used by Fröbel	
5	40	Sewing, folding, drawing, painting, modelling, singing, lessons in simple geometry and numbers.		
5	40	Work which, through songs and play, develops the threefold nature of the child.	A large variety of gifts and materials for occupations, tables, chairs, blackboards, &c.	Very good.
5	40	Exercises with gifts and other Kindergarten occupations.	All necessary Kindergarten material and furniture.	
5	40	Exercises with gifts and other Kindergarten occupations.	All necessary Kindergarten material and furniture.	
5	40	Gift exercises and usual occupations.	Fröbel's materials .....	Good.
5	40	Fröbel's system.....	Fröbel's materials .....	Good.
5	40	Usual Kindergarten occupations.	All necessary for the occupations.	Admirable.
5	40	Modelling, peas work, perforating, weaving, sewing, drawing, and gift lessons.	Those necessary for the occupations.	It trains to habits of attention, of self control, of action in concert, and of consideration toward others.
5	40			
5	40	Folding, weaving, embroidering, drawing, cutting, and modelling.	.....	Strengthens the physical, mental, and moral natures.
5	40	Fröbel's gift occupations, drawing, folding, modelling, &c.	Kindergarten furniture, tablets, building blocks, clay, &c.	Awakens thought, and trains the eye and the mind to be servants of the will.
5	40	Fröbel's gift occupations, drawing, folding, modelling, &c.	Kindergarten furniture, tablets, building blocks, clay, &c.	Awakens thought, and trains the eye and the mind to be servants of the will.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Educates the threefold nature of the child.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Educates the threefold nature of the child.

<sup>a</sup>Enrolment for 1879-'80, including pupils receiving Kindergarten instruction only and those receiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
120	Jackson A. M. Kindergarten.	St. Louis, Mo.....	.....	Mary J. Kincaid .....	2	a162	5-7	....
121	Jackson P. M. Kindergarten.	St. Louis, Mo.....	.....	Nellie Ferguson .....	2	a176	5-7	....
122	Jefferson A. M. Kindergarten.	St. Louis, Mo. (Ninth and Nash streets).	1877	Julia Nievergelder ...	3	110	5-7	4
123	Jefferson P. M. Kindergarten.	St. Louis, Mo. (Ninth and Nash streets).	1877	Julia Nievergelder ...	3	110	5-7	3½
124	Lafayette A. M. Kindergarten.	St. Louis, Mo.....	.....	Lina G. Shirley .....	2	a136	5-7	....
125	Lafayette P. M. Kindergarten.	St. Louis, Mo.....	.....	Lina G. Shirley .....	2	a121	5-7	....
126	Lincoln A. M. Kindergarten.	St. Louis, Mo.....	.....	Carrie M. Hart.....	3	a167	5-7	....
127	Lincoln P. M. Kindergarten.	St. Louis, Mo.....	.....	Nellie Flynn.....	3	a115	5-7	....
128	Madison A. M. Kindergarten.	St. Louis, Mo.....	1876	Ida Gilkeson.....	2	a92	5-7	....
129	Madison P. M. Kindergarten.	St. Louis, Mo.....	1876	Fannie Colcord .....	2	a86	5-7	....
130	Maramec A. M. Kindergarten.	St. Louis, Mo.....	.....	Eva Hess .....	.....	a87	5-7	....
131	Mullanphy A. M. Kindergarten.	St. Louis, Mo.....	.....	Lillie Park.....	1	a62	.....	.....
132	Mullanphy P. M. Kindergarten.	St. Louis, Mo.....	.....	Marion Brindle .....	1	a56	.....	.....
133	O'Fallon A. M. Kindergarten.	St. Louis, Mo. (16th st. near O'Fallon).	1875	Mary H. Waterman...	3	60	5-7	3
134	O'Fallon P. M. Kindergarten.	St. Louis, Mo. (16th st. near O'Fallon).	1876	Mary H. Waterman...	4	90	5-7	2½
135	Peabody A. M. Kindergarten.	St. Louis, Mo. (cor. Carroll and 2d Carondelet avenue).	1876	Maggie Gorman .....	2	a303	5-7	3
136	Peabody P. M. Kindergarten.*	St. Louis, Mo. (cor. Carroll and 2d Carondelet avenue).	1876	Mary D. Runyan.....	5	86	5-7½	2
137	Penrose A. M. Kindergarten.	St. Louis, Mo.....	.....	Mary L. Shirley.....	1	a99	5-7	....
138	Penrose P. M. Kindergarten.	St. Louis, Mo.....	.....	Mary L. Shirley.....	4	a105	5-7	....
139	Pope A. M. Kindergarten.	St. Louis, Mo. (corner Laclede and Ewing avenues).	1877	Lizzie Hart .....	2	a100	5-7	3
140	Pope P. M. Kindergarten.	St. Louis, Mo. (corner Laclede and Ewing avenues).	1877	Blanche Hart.....	3	a37	5-7	2½

\* From Report of the Commissioner of Education for 1880.



*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	The games tend to cultivate the sympathy of the child, the object lessons awaken an interest in material nature and in the products of intellect, and the occupations stimulate to free creative activity.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	The games tend to cultivate the sympathy of the child, the object lessons awaken an interest in material nature and in the products of intellect, and the occupations stimulate to free creative activity.
5	40	Pricking, sewing, drawing, intertwinning, folding, cutting, peas work, card board modelling, and clay modelling.	1st and 2d gifts, four boxes of divided cubes, tablets, slats, sticks, and rings.	Makes the child graceful, polite, skilful, self-dependent, thoughtful, constructive, and eager for knowledge.
5	40	Pricking, sewing, drawing, intertwinning, folding, cutting, peas work, card board modelling, and clay modelling.	1st and 2d gifts, four boxes of divided cubes, tablets, slats, sticks, and rings.	Makes the child graceful, polite, skilful, self-dependent, thoughtful, constructive, and eager for knowledge.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Superior preparation for the next grade of primary work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Superior preparation for the next grade of primary work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Harmonious development.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Harmonious development.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Excellent preparation for later school work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Cultivates the senses and tends to strengthen and develop the physique.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Develops physically, mentally, and morally.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Growth in every direction.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Superior preparation for more advanced grades.
5	40	Those used by Fröbel.....	Gifts, material for the occupations, and appropriate furniture.	Very beneficial.
5	40	Fröbel's occupations.....	Material for occupations, gifts, and furniture.	Harmonious development of all the powers.
5	40	Those recommended by Fröbel	Those used by Fröbel.....	Excellent in every way, strengthening and highly developing.
5	40	Those belonging to Fröbel's system, folding, weaving, &c.	Those used by Fröbel.....	It calls into play and strengthens every muscle of the child's body and faculty of his mind.
5	40	Fröbel's .....	Those given by Fröbel.	
5	40	Fröbel's .....	Those given by Fröbel.	
5	40	Fröbel's occupations.....	Balls, cubes, angles, squares, sticks, &c.	Imparts vigor to mind and body.
5	40	Fröbel's occupations .....	Ball, cubes, angles, squares, sticks, &c.	Imparts vigor to mind and body.

*a* Enrolment for 1873-'80, including pupils receiving Kindergarten instruction only and those receiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
141	Rock Spring A. M. Kindergarten.	St. Louis, Mo. (Manchester Road).	1876	Mabel A. Wilson ....	1	40	5-7	3
142	Rock Spring P. M. Kindergarten.	St. Louis, Mo. (Manchester Road.)	.....	.....	2	a81	5-7	.....
143	Shepard A. M. Kindergarten.	St. Louis, Mo. ....	.....	Lucretia W. Treat....	2	a102	.....	.....
144	Shepard P. M. Kindergarten.	St. Louis, Mo. ....	.....	Lucretia W. Treat....	2	.....	.....	.....
145	Stoddard A. M. Kindergarten.	St. Louis, Mo. ....	.....	Mamie C. McCulloch .	4	a235	5-7	.....
146	Stoddard P. M. Kindergarten.	St. Louis, Mo. ....	.....	Anna T. Merritt.....	4	a118	5-7	.....
147	Webster A. M. Kindergarten.	St. Louis, Mo. (corner Eleventh and Jefferson streets).	1875	Nora H. Dorn .....	5	a274	5-7	3
148	Webster P. M. Kindergarten.	St. Louis, Mo. (1905 Washington street, Carr Place).	1875	Nora H. Dorn .....	4	a158	5-7	2½
149	Blow A. M. Kindergarten.	South St. Louis, Mo. (corner Fifth and Pine streets).	1877	Sarah J. Sharpe .....	2	a75	5-7	.....
150	Blow P. M. Kindergarten.	South St. Louis, Mo. (corner Fifth and Pine streets).	1878	Cornelia L. Maury....	2	45	5-7½	2½
151	Carondelet A. M. Kindergarten.	South St. Louis, Mo. (corner Third and Hurck streets).	1875	Mary F. Choisel .....	2	a184	5-7	3
152	Carondelet P. M. Kindergarten.	South St. Louis, Mo. (corner Third and Hurck streets).	.....	Sarah S. Martin .....	3	a194	5-7	2½
153	Kindergarten department, Carson City public schools.	Carson City, Nev. ....	1880	Miss E. C. Babcock ...	1	50	5-7	5½

a Enrolment for 1879-'80, including pupils receiving Kindergarten instruction

*inquiries by the United States Bureau of Education — Continued.*

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Sewing, paper folding, paper cutting, drawing, weaving, intertwining, interlacing, slats, modelling, peas work, songs, games, gift exercises, and lunch taking.	Fröbel's first seven gifts, sticks, rings, materials for modelling, perforating, sewing, scrap books, and portfolios for work, and table cloths, plates, &c., for lunch.	Trains the muscles, imparting strength and grace to the body, dexterity to the fingers, elasticity to the step, ability to the eye to detect resemblances and differences, and renders the child thoughtful, observing, attentive, industrious, sympathetic, and self reliant.
5	40	Fröbel's .....	Those given by Fröbel .....	Trains the muscles, imparting strength and grace to the body, dexterity to the fingers, elasticity to the step, ability to the eye to detect resemblances and differences, and renders the child thoughtful, observing, attentive, industrious, sympathetic, and self reliant.
5	40	Fröbel's .....	Those given by Fröbel	
5	40	Fröbel's .....	Those given by Fröbel.	
5	40	Fröbel's.		
5	40	Fröbel's .....	Those given by Fröbel	
5	40	Pricking, sewing, drawing, weaving, interlacing, folding, cutting, peas work, modelling, &c.	Paper, zephyr worsted, card board, needles, sticks, peas, clay, &c.	The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.
5	40	Sewing, pricking, drawing, object lessons, games, &c.	Squared tables, chairs, plates, rings, blackboards, &c.	The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.
5	40	Pricking, sewing, weaving, folding, cutting, peas work, clay modelling, singing, games, &c.	Small tables and chairs, plates and cups, fine specimens of peas work, modelling, &c.	Tends to produce an erect carriage, graceful movements, and muscular strength, develops habits of observation and attention, and quickens the perceptive faculties.
5	40	Sewing, weaving, interlacing slats, cutting, pricking, folding, drawing, peas work, modelling, singing, games, language lessons, and exercises with blocks and tablets.	Chairs, squared tables, squared blackboards, slates, various block gifts, materials for pricking, sewing, and weaving, and mugs, plates, table cloths, &c., for lunch.	Imparts grace and dexterity of movement, trains the hand to be the instrument of the mind, develops acute observation and ready calculation, teaches ease of expression, and inculcates a love of the good, the beautiful, and the true.
5	40	Gift exercises and usual occupations.	Those given by Fröbel .....	Instructs in manners and polite habits, as well as habits of regularity, obedience, and self control; and cultivates the imaginative and inventive powers.
5	40	Gift exercises and usual occupations.	Those given by Fröbel .....	Instructs in manners and polite habits, as well as habits of regularity, obedience, and self control; and cultivates the imaginative and inventive powers.
5	40	Fröbel's occupations and exercises with the gifts, singing, and games.	Those used in the Fröbel system, charts and piano.	Very beneficial.

only and those receiving primary and Kindergarten instruction.



TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
154	Private Kindergarten	Nashua, N. H. (Church street).	1874	M. Emma Emerson ...	0	15	3-7	3
155	Kindergarten of Wykeham Institute.*	Bergen Point, N. J. ....	.....	Mrs. W. Townsend Ford, principal.	.....	.....	.....	.....
156	Kindergarten department of public school	Carlstadt, N. J. ....	1875	Miss A. Lawrenz .....	.....	60	5-6	4-5
157	Kindergarten of German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	1872	Frederick H. W. Schlesier.	2	16	3-7	5
158	Kindergarten of Hoboken Academy.	Hoboken, N. J. (Fifth street, corner of Willow).	1861	Miss L. Luther .....	2	40	4-7	5
159	Miss M. S. Schmidt's Kindergarten.	Hoboken, N. J. (352 Bloomfield street).	1876	Mathilde Schmidt, principal.	.....	.....	5-7	4-5
160	Fröbel's Kindergarten.	Jersey City, N. J. (28 and 30 Sherman avenue).	1877	Rud. C. Tschentscher.	1	25	4-6	5
161	Miss Campbell's Kindergarten.	Morristown, N. J. (De Hart street).	1875	Miss E. F. R. Campbell.	2	25	4-7	4
162	Beacon Street School Kindergarten.*	Newark, N. J. (10 Beacon street).	1872	Miss Annie Lawrenz..	2	90	4-7	5
163	German-American Kindergarten.	Newark, N. J. (19 Green street).	1871	Hermann von der Heide, director.	3	90	3½-7	4½-5
164	Kindergarten of the First German Presbyterian School.*	Newark, N. J. (College Place.)	1878	Elma C. Korb.....	2	70	3-7	5
165	Kindergarten of the Twelfth Ward German-English School.*	Newark, N. J. (46 Niagara street).	1874	Miss Mary C. Beyer..	0	50	3-7	4
166	American Kindergarten.	Paterson, N. J. (167 Van Houten street).	1876	Miss S. M. Storey ....	2	35	4-15	5
167	Fröbel's Kindergarten.*	Albany, N. Y. (Elk street).	1878	Mary C. Peabody.....	.....	8	4-7	3

\* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	38	Sewing, perforating, stick laying, modelling, drawing, weaving, paper folding, exercises with blocks, tablets, and balls, singing, games, and story telling.	All necessary material and apparatus.	
....	....	Object lessons, calisthenics, and needle work.		
5	44	Fröbel's occupations, conversation and singing in English and German, gymnastics, and lessons in reading, writing, and arithmetic.	Fröbel's gifts, blackboard, squared table and slates, piano, and pictures for object lessons.	Very beneficial.
5	44	Fröbel's occupations.....	After Fröbel's and Köhler's systems.	Beneficial to mind and body.
5	44	Fröbel's occupations.....	Fröbel's appliances and apparatus.	Very beneficial.
5	42	Fröbel's occupations.....	Fröbel's apparatus and appliances.	
5	44	Gymnastic exercises, marching, singing, object lessons, memorial exercises, weaving, paper folding, perforating, paper cutting, modelling, peas work, &c.	First seven of Fröbel's gifts, slates, pencils, charts, dumb bells, and wands.	Superior to other systems in developing the child mentally and physically.
5	40	Building, stick laying, weaving, embroidering, modelling, cutting and mounting, paper folding, drawing, printing, writing, &c.	All of Fröbel's gifts.....	Excellent.
5	49	Singing, counting, marching, gymnastic exercises, work with blocks and Bristol board, &c.	Low tables and benches, piano, colored silks and worsted, Bristol board, and boxes of blocks.	Most excellent, developing the young intellect, and making happy, healthy children.
5	46	Weaving, sewing, interlacing, drawing, writing, stick and ring laying, folding, modelling, peas work, paper intertwining, block building, cutting, playing, singing, object lessons, &c.	Squared tables, blackboard, 1st and 2d gifts, building blocks, sticks, rings, clay, materials for weaving, paper folding, sewing, &c., and pictures for object teaching.	Engenders correct habits of thought, induces manual skill, and has a tendency to make the child graceful, polite, self dependent, and eager for knowledge.
5	47	Singing, writing, drawing, ball playing, use of cylinder, cube, and triangle, building, stick and ring laying, weaving, folding, interlacing, embroidering, straw and paper work, &c.	All material necessary for the occupations.	It strengthens the muscles and makes the child observant and thoughtful.
5	50	Object lessons, movement plays, block building, tablet, staff, and ring laying, drawing, perforating, intertwining, paper folding, embroidering, peas work, and modelling.	All Fröbel's gifts and materials.	Arouses and strengthens the intellectual faculties and makes the child gentle, obedient, and thoughtful.
5	40	Printing, drawing, weaving, perforating, embroidering, paper cutting, paper folding, ring and stick laying, designing, embossing, modelling, writing, calisthenics, pasting, &c.	Drawing cards, blocks, weaving materials, needles, paper, rings, sticks, clay, dumb bells, books, collections of leaves, shells, and stones.	
5	36	Building, drawing, sewing, stick and ring laying, weaving, &c.	.....	Excellent.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
168	Kindergarten (Albany Female Academy).	Albany, N. Y. (Pearl street).	1880	Miss Martha H. Vane.	1	25	6-8	4
169	Binghamton Kindergarten.	Binghamton, N. Y. (5 Myrtle avenue).	1880	.....	.....	.....	4-8	4½
170	American Kindergarten.*	Brooklyn, N. Y. (Washington avenue).	1877	Annie W. Allen .....	1	20	3-8	3½
171	Brooklyn Fröbel Kindergarten.	Brooklyn, N. Y. (210 Clinton street).	1877	Misses Mary and Elizabeth P. Sharpe.	2	29	3-9	3
172	Fröbel Kindergarten on the Hill.*	Brooklyn, N. Y. (46 Greene avenue).	1879	Anna I. Reeves .....	3	18	3-8	3½
173	Halsey American Kindergarten.*	Brooklyn, N. Y. (180 Halsey street).	1878	Emily A. Tanner .....	1	12	3-10	4
174	Kindergarten .....	Brooklyn, N. Y. (360 State street).	1874	Miss Emily Christiansen.	1	16	3-7	3
175	Kindergarten* .....	Brooklyn, E. D., N. Y. (591 Lafayette ave.).	1879	Miss Minnie Loeb .....	.....	16	3-7	3
176	Kindergarten of the Brooklyn Children's Aid Society.	Brooklyn, N. Y. (61 Poplar st. and 139 Van Brunt street).	1875	Misses M. H. Robinson and Ella Fitch.	3	325	3-12	5½
177	Lafayette Kindergarten.	Brooklyn, N. Y. (390 Waverly avenue).	1877	Lena Schroeder .....	1	20	3-10	3-3½
178	Mrs. R. Goodwin's Kindergarten.*	Brooklyn, N. Y. (154 Montague street).	1876	Miss Nicoline Henningsen.	2	25	4-8	4
179	Mrs. Hoffman's Kindergarten. a	Buffalo, N. Y. (623 Delaware avenue).	1876	Mrs. Amanda M. Hoffman.	2	24	4-7	3
180	Jardin des Enfants...	Buffalo, N. Y. (284 Delaware avenue).	1877	Katharine Chester....	1	30	3-7	3

\* From Report of the Commissioner of Education for 1880.



*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	38	The usual Kindergarten occupations for the first year for children under six years of age. Between six and eight years, instruction from books is combined with Kindergarten occupations.	Tables, pictures, blocks, straws, and other material used in Kindergarten, piano, books, and blackboard.	Excellent; after the first year, the combination of pure Kindergarten occupations with instruction from books seems to meet the demand of the patrons.
5	40	Exercises with gifts, weaving, perforating, embroidering, drawing, designing, modelling, paper folding, classification in the animal and vegetable kingdoms, &c.	Tables, chairs, blocks, weaving material, modelling tools, ruled slates, blackboards, globes, cabinet, &c.	Strengthens the physical and mental powers of the child, especially awakening his perceptive faculties, and developing the power of memory, preserves his individuality, and creates in him a love of the beautiful and good.
5	40	Designing with blocks, weaving, stick laying, modelling, marching, plays, &c.	.....	Beneficial.
5	32	Fröbel's occupations and gifts	.....	
5	38	Fröbel's gifts, games, gymnastics, and Kindergarten occupations which promote the physical, mental, and moral development of the child.	Fröbel's 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts, squared tables, low chairs, piano, slates, blackboard, cards, paper, books for drawing, &c.	Causes a natural growth of the muscles, develops the mental faculties in their natural order, and is eminently adapted to the wants of nervous and backward children.
5	40	Study of nature from specimens collected by the children, exercises with balls, weaving, cutting, pasting, perforating, embroidering, block building, modelling, drawing, &c.	Natural history specimens, pictures, color and form charts, balls, blocks, rings, modelling tools, squared tables, and blackboard, &c.	Renders the child quick of perception, strengthens his memory, awakens a love for the study of nature and science, teaches politeness and gentleness, promotes health and physical development.
5	40	Singing, weaving, drawing, object lessons, learning of the alphabet in English and German.	Fröbel's usual appliances and apparatus and charts for reading English and German.	Satisfactory in every respect.
5	32	Such as will produce harmonious development.	.....	Superior to any other system as a preparation for more advanced studies.
5	40	Stick, laying, drawing, perforating, exercises with blocks, and usual Kindergarten work, with reading and writing.	Usual apparatus.....	Marked in quickening the powers of perception and observation.
5	36	Weaving, pricking, modelling, and the other occupations of Fröbel's system.	Blocks, rings, sticks, tablets, &c.	Quickens the intellect of the child and develops his moral nature, leading him to think of the happiness and welfare of others.
5	38	Fröbel's occupations.....	Every gift of Fröbel.....	Promotes physical health and strength, develops the several organs of sense, educates the moral nature, performing the great work of harmoniously developing body, mind, and soul.
5	40	Singing, marching, games, sewing, weaving, paper folding, paper cutting and pasting, modelling, peas work, drawing, building with solids, exercises with tablets, &c.	All the gifts and materials for occupations belonging to Fröbel's system, with large collection of natural objects, tables, blackboards, pictures, plants, bows and arrows, &c.	Trains the physical powers of the child, especially the hand, imparting strength, grace, and beauty of movement, cultivates the powers of observation and description, and develops a love of nature and of art.
5	36	Fröbel's occupations....	Usual Kindergarten appliances.	

*a* These statistics are from a return for 1880.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
181	Kindergarten of the Poppenhusen Institute.*	College Point, N. Y. ...	1869	Minnie Brehm .....	1	120	3-6	5
182	Harlem Kindergarten.	Harlem (New York) N. Y. (207 E. 117th st.).	1877	Mathilde Becker and Olga Jacobi.	1	60	4-9	4
83	Free Kindergarten of All Souls Church.	New York, N. Y. (139 W. 49th street).	1878	Mary L. Van Wagenen	6	80	3-8	4
184	Free Kindergarten of the United Relief Works of the Society for Ethical Culture.	New York, N. Y. (1521 Broadway).	1878	Fanny E. Schwedler..	2	100	3-6	6
185	Kindergarten .....	New York, N. Y. (220 Clinton street).	1879	Mrs. S. E. Carpenter ..	1	16	3-8	3
186	Kindergarten and Primary School.	New York, N. Y. (165 West 53d street).	1874	Miss Jennie Bolwell..	1	35	3-10	4
187	Kindergarten of Mrs. Froehlich's School.*	New York, N. Y. (28 East 50th street).	1874	Bellina Froehlich....	1	32	4-7	4
188	Kindergärten of the Academy of the Holy Cross.	New York, N. Y. (343 West 42d street).	1879	Sister M. Helena.....	3	25	4-8	3
189	Kindergärten of the Children's Aid Society.	New York, N. Y. (19 East 4th street).	1879	Mrs. Briant and Miss L. Schlegel.	5	150	5-7	4
190	Kindergarten of the Foundling Asylum.*	New York, N. Y. (East 68th street and Third avenue.)	1875	Sister M. Irene .....	100	2½-6	4½	
191	Kindergarten of the training department of Normal College. <i>a</i>	New York, N. Y. (Lexington avenue, between 68th and 69th streets).	1877	Helena L. Davis.....	0	32	4-5	4
192	Model Kindergarten and Training Class for Young Ladies.	New York, N. Y. (5-6 Seventh avenue, between 41st and 42d streets).	1880	E. von Briesen .....	1	30	3-7	5
193	Normal Training School for Kindergartners, Model Kindergarten, Elementary Classes and School Garden.	New York, N. Y. (7 East 22d street).	1872	Prof. John Kraus and Mrs. Maria Kraus-Bölte.	5	75	3-10	3½-4

\* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5½	46	Fröbel's occupations and gifts	All usual Kindergarten material.	Very beneficial.
5	48	Fröbel's occupations.....	Fröbel's gifts .....	Beneficial in every respect.
5	44	Drawing, building, and all the occupations pertaining to the system.	All the appliances necessary for carrying on a true Kindergarten.	Very favorable.
5	40	Kindergarten occupations, lessons with the gifts, games, and walks.	Fröbel's Kindergarten gifts and materials for the occupations, Prang's chromos for object teaching, stuffed birds, piano, and wooden bricks.	Excellent in its effect on the health and satisfactory as a humanizing method of training.
5	40	Weaving, perforating, sewing, drawing, painting, paper cutting, folding, and intertwinning, slat work, peas work, modelling, gymnastics, and lessons on the various gifts.	The various gifts, black-board, and slates.	Promotes good health, and the mental development is very satisfactory.
5	40	Ball games, block building, drawing, stick laying, weaving, paper folding, cutting, and pasting, painting, peas work, modelling, and lessons with tablets.	Balls, blocks, slates, sticks, mats, slats, peas, rings, clay, seeds, paints, crayons, scissors, and paste.	Teaches the child to recognize and to respect the rights of others, to be courteous and kind to his elders, makes him thoughtful about the most common objects, thus increasing his own powers of happiness and usefulness to others.
5	39	Lessons and occupations of the Fröbel system.	Fröbel's gifts, gymnastic apparatus, piano, plants, &c.	Children trained in the Kindergarten advance more rapidly and show more power of observation and concentration than older children otherwise trained.
5	40	Pricking, weaving, sewing, modelling, stick and ring laying, and the other occupations of Fröbel's system.	All the gifts and materials for the occupations, tables, chairs, birds, flowers, &c.	Superior to any other system for educating young children, making them healthy and happy, anxious to do well, and eager in the acquisition of knowledge.
5	40	All the usual occupations, weaving, sewing, &c., with object lessons and lessons in reading.	Squared tables and chairs, blocks, material for folding, weaving, &c.	Marked improvement; it trains the hand and eye and leads the child to observe and think for himself.
5	52	Paper folding and weaving, peas and wire work, drawing, perforating, embroidering, modelling in clay and wax, movement plays, gymnastics, and dancing.	Six worsted balls, sphere, cubes, and cylinder, wire, peas, cork, paper, slats, clay, and wax.	Develops physically and mentally, and renders the child graceful and polite.
5	40	Perforating, weaving, sewing, paper folding, cutting, and pasting, modelling, drawing, &c.	Gifts required to carry on the Kindergarten according to Fröbel's method, and materials for the occupations.	
5	42	Fröbel's occupations, gymnastics, games, songs, stories, and object lessons.	Fröbel's gifts, appliances for calisthenics, &c.	Healthy, harmonious development; it teaches combination of knowing with doing.
5	38	Fröbel's occupations, gymnastic games, garden work, songs, stories, care of seeds, plants, and domestic animals, &c.	Fröbel's gifts, and material for the occupations, plants, a museum, cabinet, &c.	Harmonious development of all the powers; it teaches combination of knowing with doing, this idea being carried through all grades.

a These statistics are from a return for 1880.



TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
194	Nyack Kindergarten.	Nyack-on-Hudson, N. Y. (corner 2d avenue and Gedney street).	1878	Miss Sarah C. Robinson.	1	12	3-12	4
195	Cook's Collegiate Institute Kindergarten.	Poughkeepsie, N. Y. (324 Mill street).	1879	Marion A. Wilson ....	1	15	3-7	3
196	Fröbel Kindergarten.	Rochester, N. Y. (No. 3 Clinton Place).	1880	Misses Margaretha Otten and Lisa Marx.	....	25	3-7	3
197	Kindergarten der Rochester Realschule.	Rochester, N. Y. (7 and 9 Mortimer street).	1873	Hermann Pfafflin....	1	20	4-7	5
198	Kindergarten, Western New York Institution for Deaf-Mutes.	Rochester, N. Y. (263 North St. Paul street).	1878	Mary H. Westervelt..	3	50	6-12	6
199	Rochester Kindergarten.	Rochester, N. Y. (61 East avenue).	1878	Miss Meta C. Brown..	1	30	3-10	3½
200	Cottage Kindergarten, Primary and Intermediate Classes.*	Syracuse, N. Y. (74 James street).	1876	Mrs. M. C. Still .....	2	44	3-10	3, 4
201	Kindergarten of the Home for Destitute Children of Seamen.	West New Brighton (Staten Island), N. Y.	1874	C. M. Thompson .....	....	20	3-7	3
202	Nursery and Child's Hospital Kindergarten.	West New Brighton (Staten Island), N. Y.	1877	Mrs. M. A. Du Bois ..	1	30	4-18	5
203	West New Brighton Charity Kindergarten.*	West New Brighton (Staten Island), N. Y.	1880	Miss Mary Boyle....	....	20	3-7	4
204	Kindergarten (Charlotte Female Institute).	Charlotte, N. C. ....	1879	Mrs. N. Eaton Irwin..	....	9	(a)	1
205	Kindergarten (Peace Institute).*	Raleigh, N. C. ....	.....	Mrs. Mary Foster, principal.	1	.....	.....	.....
206	St. Mary's Kindergarten.*	Raleigh, N. C. (Hillsboro' street).	1879	Kate McKimmon.....	2	16	5-10	5
207	Tileston Kindergarten.	Wilmington, N. C. ....	.....	.....	.....	.....	.....	.....
208	Cincinnati Free Kindergarten.	Cincinnati, Ohio (Front and Broadway streets).	1880	Sallie A. Shawk .....	14	200	3½-6	2, 3
209	Cincinnati Free Kindergarten.	Cincinnati, Ohio (Twelfth and Elm streets).	1881					

\* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	38	Weaving, modelling, pasting, perforating, outlining, drawing, cutting, classifying, designing in paper and crayons, &c.	Reading charts, and charts to teach form and color, and to illustrate the three natural kingdoms, Kindergarten tables and chairs, books, papers, boxes of forms, &c.	Natural and harmonious development of the physical and mental powers.
5	38	Fröbel's occupations .....	Room built expressly for the purpose, squared tables, Kindergarten chairs, piano, diagrams of animals, colors, &c.	Develops the child in all directions, tending to make strong minds in strong bodies.
5	40	Perforating, drawing, painting, sewing, paper inter-twining, free weaving, mat weaving, mounting, paper folding, peas work, modelling, and pasteboard work.	Balls, 2d, 3d, 4th, 5th, 6th, and 7th gifts, tablets, connected and disconnected slats, sticks, &c.	Acknowledged by parents and physicians to be of great value, as it strengthens the muscles, tends to counteract nervousness, trains the sense of sight and of hearing, concentrates thought, and develops the power of speech.
5	46	Fröbel's occupations .....	Fröbel's gifts, gardening tools, toys, &c.	Physical, mental, and moral development.
6½	40	The ordinary Kindergarten occupations and object lessons in botany, natural history, and mineralogy.	The usual Kindergarten materials, pictures, slates, globes, maps, pencils, thread, scissors, &c.	Awakens interest in surrounding objects and a desire for knowledge, which is unusual in deaf-mute children, thus proving it a superior method to the old, in which they resisted instruction.
5	40	All Fröbel's occupations ....	All the apparatus and appliances usually found in a genuine Fröbel Kindergarten.	Healthy, natural, and harmonious development of the threefold nature of the child.
5	40	1st to 11th gifts inclusive, perforating, sewing, mat plaiting, drawing, paper interlacing, folding and cutting, peas work, and modelling.	Kindergarten material, tables, chairs, blackboards, &c.	Strengthens the body, imparts grace of motion, gives command of language, quickens powers of perception and comparison, and carefully nurtures the moral nature.
5	48	Usual occupations .....	All material necessary for the occupations.	Beneficial in every respect.
5	45	Weaving, pricking, stick and ring laying, and calisthenics.	.....	Very satisfactory.
5	44	Fröbel's occupations, gymnastics, games, songs, stories, garden work, &c.	Fröbel's gifts, plants, animals, &c.	
5	36	Paper folding, tissue paper work, sewing, tracing, weaving, &c.	Tables, chairs, blocks, &c.	Teaches method and neatness, and develops thought and originality.
.....		Usual occupations, with study of reading, spelling, arithmetic, &c., according to Kindergarten methods.	Desks, chairs, charts, &c.	
5	40	Exercises in color and form, collection of specimens of various kinds, reading, writing, arithmetic, singing, calisthenics, &c.	All American Kindergarten material, charts, &c.	Very good.
.....				
5	40	Pricking, sewing, drawing, folding, cutting, weaving, peas work, and exercises with blocks, sticks, triangles, squares, &c.	Those recommended by Fröbel.	Most excellent.

*a Under 10 years.*

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist-ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
210	Kindergarten .....	Cincinnati, Ohio (166 West Seventh street).	.....	Miss Burnet .....	.....	.....	.....	.....
211	Kindergarten of the Cincinnati Orphan Asylum.	Cincinnati, Ohio (Summit avenue, Mount Auburn).	1879	Miss Louise Davis ...	1	35	3-7	3
212	Seventh Street Kindergarten.*	Cincinnati, Ohio (112 West Seventh street).	1876	Helene Goodman .....	3	32	3-8	3
213	Kindergarten in Jewish Orphan Asylum. <sup>a</sup>	Cleveland, Ohio (Woodland avenue).	1880	Miss Mary A. Spencer. ....	.....	20	5-7	5, 6
214	Kindergarten in Miss Mittelleberger's School.	Cleveland, Ohio (429 Prospect street).	1877	Jane W. Hutchinson..	0	14	3-8	3, 3½
215	Miss A. M. Janney's Kindergarten.	Columbus, Ohio (464 East Broad street).	1877	Anne M. Janney .....	1	28	3-7	3
216	Kindergarten (Institution for the Blind).*	Columbus, Ohio .....	1878	Miss Mary S. Redick..	1	48	6-10	2
217	Kindergarten of Ohio Central Normal School.	Fayette, Ohio .....	1876	Mrs. Anna B. Ogden..	.....	.....	.....	.....
218	Kindergarten in the Ursuline Convent.	Toledo, Ohio (corner Cherry and Erie streets).	1879	Sister St. Caecilia.....	1	41	3-10	1½-4
219	Orange Place Kindergarten.*	Toledo, Ohio (corner Orange and Huron streets).	1879	Lily G. Lang .....	2	30	3-8	4
220	Erie Academy' Kindergarten.	Erie (Ninth street), Pa.	1878	.....	.....	12	.....	.....
221	Fröbel Kindergarten*.	Germantown, Pa. (5262 Main street).	1878	Naomi R. Walker .....	.....	20	3-10	4
222	Fröbel Kindergarten of the Germantown Infant School.*	Germantown, Pa. (Haines street, near Main).	1879	Alice M. Barrett* .....	0	20	3-6	2

\* From Report of the Commissioner of Education for 1880.  
<sup>a</sup> Closed in the fall of 1881.



*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10			
11	12	13		
5	44	All of Fröbel's occupations...	Tables, chairs, piano, all of Fröbel's gifts, drums, &c.	Very encouraging.
5	38	The usual gifts and occupations of Fröbel.	The necessary material for occupations and gift lessons, plants, piano, blackboard, pictures, small chairs, and low tables.	Harmonious development of the physical, mental, and moral natures.
5	46	Pricking, sewing, paper folding, paper cutting, weaving, drawing, and modelling.	All of Fröbel's gifts, slates, pencils, and books for preserving the work.	Habits of order, neatness, diligence, perseverance, patience, and kindness are formed, and the child becomes more thoughtful, quiet, and gentle.
5	40	Lessons with Fröbel's third and fourth gifts, weaving, sewing, stick and ring laying, modelling, paper folding, singing, object lessons, &c.	Chairs, squared tables, blocks, rings, balls, a cabinet, pictures, flowers, &c.	Very beneficial to physical development, being highly recommended by physicians; also induces thought and general mental growth.
5	36	Weaving, pricking, sewing, folding, pasting, drawing, peas work, and modelling.	Soft balls, ball, cube, and cylinder, cubical blocks, and other gifts, squared tables, and chairs.	The physical training is of great value, all the muscles of the body being brought into action, and the mental powers are gradually awakened, without injury to the young mind.
5	40	Games, use of geometrical forms, clay modelling, &c.	Spheres, cubes, and other solid forms, clay, tools for modelling, &c.	Trains the hand, gives ease in movements of the body, makes the child quick to think, and on the alert for impressions; and imparts to him a knowledge of many common things which he could not otherwise gain.
5	44	Object lessons, embracing the three kingdoms of nature, lessons in color and form, physical exercise, and mechanical work illustrating knowledge acquired.	Charts, geometrical forms, clay materials for mixing color, drawing and weaving, dictation books and cards.	
5	40	Pricking, sewing, weaving, folding, cutting, pasting, stick laying, modelling, and the first four gifts.	Chairs, tables, and all necessary apparatus.	Strengthens the body, awakens the powers of the mind, cultivating especially habits of observation and attention, and promoting harmonious development of the senses.
5	40	Weaving, sewing, stick, tablet and ring laying, modelling, drawing, paper folding, first four gifts, conversational lessons, gardening, peas work, perforating, singing, physical exercises, games, &c.	All of Fröbel's Kindergarten material, squared tables, low chairs, blackboard, piano, stuffed birds, minerals, pictures, plants, musical triangle, aquarium, color chart, &c.	Most beneficial in every way, strengthening and developing without forcing.
3	44	Study of natural history and botany without books, lessons in form and color, drawing, weaving, sewing, block building, counting, staff laying, modelling, games, marching, and singing.	Tables, chairs, clay, balls, cubes, oblongs, squares, triangles, staves, slates, pencils, weaving mats, needles, cards, paper, and rings.	Children become strong and active, orderly and observing; they learn to love useful work, to be kind to one another, and to strive to do that which is right.

*b* At Worthington; removed to Fayette in 1881.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
223	Fröbel's Kindergarten (Lutheran Orphans' Home).	Germantown, Pa. (5380 Main street).	1879	Miss Laura Hoagland .....	.....	20	3-8	3
224	Germantown Kindergarten.	Germantown, Pa. (corner Mill and Main streets).	1874	Miss Marianna Gay ..	2	20	3-5	3
225	Intermediate School and American Kindergarten.*	Germantown (Philadelphia), Pa. (Cheltenham avenue, near Green street).	1876	Ada M. Smith .....	3	50	3-12	4
226	Kindergarten of Lancaster County Home for Friendless Children.*	Lancaster, Pa .....	1880	Miss Orril R. Cole ....	0	50	3-8	3
227	Kindergarten of Hazard's Academy.*	Monongahela, Pa ....	.....	.....	.....	14	.....	.....
228	{ Miss Bennett's School and Kindergarten.	Philadelphia, Pa. (25 } South 19th street). }	1874	Anna Bennett .....	2	32	{ 8-16 3- 8	{ 4 2½, 3
229	Charity Kindergarten	Philadelphia, Pa. (New street public school building).	1880	Ella Long and Emma Gibson.	....	35	3-6	3
230	Charity Kindergarten (Lombard Street Day Nursery).	Philadelphia, Pa. (430 Lombard street).	1878	Miss L. Church .....	1	18	3-6	3
231	Elizabeth Y. Webb's Kindergarten.*	Philadelphia, Pa. (1115 Callowhill street).	1878	Elizabeth Y. Webb ...	0	7	3-7	3
232	Free Kindergarten ...	Philadelphia, Pa. (Filbert street, above Twentieth).	1880	Ruth R. Burritt .....	1	22	3-6	3
233	Friends' Kindergarten*	Philadelphia, Pa. (15th and Race streets).	1877	Susan T. Comly .....	2	25	3-7	3
234	Kindergarten, St. Mary Street Home and Day Nursery.	Philadelphia, Pa. (723 St. Mary street).	1881	Mrs. Susan Lesley ....	1	30	3-7	3

\* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education — Continued.*

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	42	Perforating, staff and ring laying, folding, embroidering, weaving, modelling, and building.	Balls, cubes, cylinders, oblongs, square and triangular tablets, rings, staffs, and materials for weaving, perforating, embroidering, paper folding, and modelling.	Imparts health, strength, and grace of body, skill of manipulation, inculcates habits of order and system, quickens perception and accuracy of observation, strengthens the judgment, and develops originality.
5	40	Singing, plays, weaving, sewing, drawing, pricking, peas work, string lessons, bead stringing, paper folding, paper cutting, painting, modelling, and form building.	All of Fröbel's gifts, cabinets, illustrations from the animal, vegetable, and mineral kingdoms, plants, piano, a musical triangle and bells, squared blackboard and tables, pictures, &c.	Command of powers of body and mind; strength, agility, and grace of body; accuracy in the use of senses; taste and power in design; clearness, conciseness, and readiness in the use of language and in analytic and synthetic discrimination.
5	40	Weaving, stick laying, pricking, paper folding, clay modelling, reading, writing, natural history, calisthenic exercises, &c.	Miss E. M. Coe's Kindergarten material, Prang's natural history series, piano, dumb-bells, wands, cabinet of specimens, object lesson cards, &c.	Improves the physical condition, quickens the mental faculties, and inculcates a love of nature.
5	40	Fröbel's gifts and occupations.	Material for the occupations, seats, squared tables, and blackboard.	
5	36 26	{ Drawing, sewing, weaving, pricking, building, modelling, paper folding, ring and stick laying, peas work, paper cutting, interlacing, and all other occupations given by Fröbel.	{ Everything used in a Fröbel Kindergarten.	{ Very beneficial.
6	52	Weaving, sewing, drawing, paper folding, pricking, and modelling.	Fröbel's gifts, consisting of blocks, sticks, slats, rings, balls, &c.	Strengthens the body, develops manual skill, exercises the senses, and employs the awakening mind.
6	52	Sewing, weaving, drawing, paper folding, and modelling in clay.	Kindergarten chairs and tables and Fröbel's gifts.	Very beneficial.
5	37	Weaving, sewing, drawing, paper folding, clay modelling, pricking, ring laying, physical exercises, singing, &c.	Squared tables, small chairs, blackboard, Fröbel's gifts, pictures, birds, &c.	Development of happy, hearty children, sound both in body and mind. They are educated to think, to know, and to act.
5	40	All of Fröbel's elementary gifts and occupations.	Those necessary for the best comfort and development of the child, including tables, chairs, blackboards, &c.	It produces healthy, happy children, quickens the perceptions, attunes the hearts and minds to harmony with nature, and forms a superior preparation for school, showing the advantages of Fröbel's system over all others.
5	40	All the occupations of Fröbel's system, movement plays, &c.	Fröbel's gift and occupation materials, plants, tables, chairs, blackboards, &c.	Harmonious development of the child's threefold nature.
5	52	Sewing, weaving, and clay moulding.	1st gift, six colored balls; 2d gift, sphere, cube, and cylinder; 3d, 4th, 5th, and 6th gifts, large cubes, divided differently; 7th, tablets; 8th and 9th, slats; 10th, sticks; and, 11th, rings.	Harmonious development.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.		
						Number of.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
235	Miss Lehman's Fröbel Kindergarten.	Philadelphia, Pa. (530 North 19th street).	1879	Emma T. Lehman ....	12	2½-8	3	
236	Schleigh Kindergarten	Philadelphia, Pa. (18th st. and Girard ave.).	1877	Miss Fannie M. Schleigh	5	50	3-8	4
237	Mrs. Van Kirk's Kindergarten.	Philadelphia, Pa. (1333 Pine street).	1874	Mrs. M. L. Van Kirk..	7	38	3-6	3-3½
238	West Chestnut Street Kindergarten.	Philadelphia, Pa. (1707 Chestnut street).	1878	M. B. Cochran, principal of seminary.	2	38	3½-7	4
239	Pittsburgh Kindergarten.	Pittsburgh, Pa. (36 Sixth street).	1875	Misses M. M. Wilson and C. B. Morehouse.	2	60	3-10	3
240	Sewickley Academy Kindergarten.	Sewickley, Pa. ....	1878	John Way, jr., superintendent; Miss C. B. Pierson, conductor.	1	23	3-8	3
241	Locust Street American Kindergarten.	West Philadelphia, Pa. (4037 Locust street).	1880	Miss Lucy S. Wurts ..	2	17	3-10	3½
242	Mrs. L. M. B. Mitchell's School and Kindergarten.	West Philadelphia, Pa. (315 N. 35th street).	1877	Anna W. Barnard.....	1	16	3-7	3
243	West Philadelphia Kindergarten.	West Philadelphia, Pa. (202 S. 41st street).	1876	Miss Mary J. Rider...	1	35	3-12	3-5
244	Wilkes-Barre Kindergarten.*	Wilkes-Barre, Pa. ....	1880	Miss Gretta Bevier ...	10	3-7	3½	
245	Miss Taft's Kindergarten.	Newport, R. I. ....	1881	Miss M. Florence Taft	0	13	2½-6	3
246	Alden Kindergarten..	Providence, R. I. (Angell street).	1878	Caroline M. N. Alden .	4	55	3-7	3, 4½
247	American Kindergarten.	Lynchburgh, Va., (Church street).	1876	Miss Jannet Cleland..	1	15	4-9	4

\* From Report of the Commissioner of Education for 1880.



*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	35	Drawing, weaving, modelling, needlework, paper folding, pricking, paper cutting, building with divided cubes, games and exercises tending to develop the three-fold nature of the child.	Blocks, balls, and squared tables.	Natural and harmonious development of the physical, mental, and moral natures, tending to produce wiser and better men and women.
5	40	Singing, playing, sewing, weaving, paper folding, building with blocks, modelling, &c.	Balls, cubes, oblongs, tablets, rings, gonographs, staffs, charts, blackboard, and dumb-bells.	Full development of all the faculties and cultivation of the moral and social nature.
5	34	Fröbel's occupations, games and plays, music by color, notation, and rhythmic exercises.	Kindergarten tables and chairs, Fröbel's materials, piano, cabinet, microscope, blackboards, plants, pictures, &c.	Develops naturally the physical and mental powers, without unduly stimulating them.
5	34	Weaving, modelling, drawing, printing, writing, spelling, and reading.		
5	35	All Fröbel's occupations and gifts, gymnastics, games, &c.	Blocks, tablets, jointed sticks, paper, clay, piano, &c.	Harmonious development of the physical, intellectual, and moral powers.
5	38	Usual Kindergarten occupations, with lessons in reading, writing, numbers, and natural history for the advanced classes.	Fröbel's gifts, fountain, plants, &c.	Very good. Superior preparation for future study.
5	36	Weaving, perforating, embossing, singing, stick and ring laying, designing, paper folding, modelling, drawing, collecting specimens and classifying, calisthenics, games, lessons in color and form, the Bible, reading, spelling, writing, &c.	Kindergarten tables and chairs, piano, blackboard, color and form charts, rings, sticks, boxes of forms, materials for weaving, designing, chain making, perforating, sewing, and drawing, wands, globe, slates, and books.	Strengthens physically, cultivates the memory, develops thought, and forms habits of study and attention.
5	40	All of Fröbel's occupations, songs, games, physical exercises, &c.	Fröbel's gifts, squared tables and blackboard, chairs, piano, &c.	Excellent in every respect, especially in cultivating the moral nature.
5	40	Nearly all the gifts and occupations of Fröbel.	Tables, chairs, blackboard, balls, cubes, oblongs, bricks, materials for weaving, pricking, sewing, and paper folding, tablets, slates, and drawing books.	
5	40	Fröbel's occupations, gymnastic games, stories, songs, &c.	Fröbel's gifts, plants, &c.	
5	36	All of Fröbel's gifts and occupations.	Tables, chairs, blackboards, slates, flowers, and all the Kindergarten gifts.	Excellent.
5	40	Sewing, weaving, peas work, 3d, 4th, 5th, and 6th gifts, paper folding, modelling, drawing, singing, games, gardening, lessons in botany, zoölogy, &c., and for advanced class, wood carving, lace making, gymnastics, and lessons in reading, writing, geography, arithmetic, French, and German.	Fröbel's apparatus and appliances, maps, globes, charts, blackboards, pictures, aquarium, books, gardens, and collections of plants, minerals, stones, shells, animals, &c.	Develops the physical nature of the child, awakens all the faculties of the mind, and makes him ready and eager for work.
5	38	Weaving, modelling, perforating, embroidering, drawing, peas work, lessons in form, also in reading, spelling, arithmetic, and poetry.	Geometrical forms, materials for weaving, globe, animals, and many pictures.	Develops in all directions, especially increasing the powers of observation and thought, and imparting a love for study.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Pupils.			
					Number of assist-ants.	Number of.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
248	Kindergarten (Leache-Wood Seminary).*	Norfolk, Va. ....	.....	Misses Leache and Wood, principals.	.....	.....	3-8	3
249	Portsmouth Kindergarten.	Portsmouth, Va. (North street).	1876	Miss V. S. Staples and Mrs. S. C. Manning.	.....	18	4-9	5
250	American Kindergarten.	Richmond, Va. (203 South Third street).	1877	Virginia R. Snyder ...	1	15	4	4
251	Kindergarten* .....	Kenosha, Wis. ....	.....	.....	1	40	.....	.....
252	Kindergarten des Frauenvereins.	La Crosse, Wis. (Fifth street).	1877	Miss Hermine Weisenborn.	0	25	4-7	5
253	Madison Kindergarten.	Madison, Wis. (Mifflin street).	1880	Miss Emma Jeschka..	.....	25	3-7	5
254	Kindergarten der Nordwest Seite.	Milwaukee, Wis. (Seventh street, between Walnut and Sherman).	1874	Miss Carrie Heyd.....	2	40	3-6	5
255	Kindergarten of the German and English Academy.	Milwaukee, Wis. (643 Broadway).	1874	Miss Emma Jeschka..	1	40	3-7	4
256	Milwaukee English Kindergarten.	Milwaukee, Wis. (493 Jefferson street).	1874	Mrs. Chas. H. Clarke..	1	26	4-8	4
257	Milwaukee Kindergarten.*	Milwaukee, Wis. (Tenth street).	.....	Miss L. Pinckney.....	.....	19	3-7	3
258	Milwaukee Normal School Kindergarten.	Milwaukee, Wis. (cor. Seventh and Prairie streets).	1880	Mary J. McCullough..	2	60	4-6	3
259	South Side Kindergarten.	Milwaukee, Wis. (Greenbush street).	1870	Sophia Holzhaeuser ..	2	80	3-5	5
260	Kindergarten department, State Normal School.	Oshkosh, Wis. ....	1880	Nellie E. Talmage ....	4	42	4-7	3
261	Sheboygan Kindergarten.	Sheboygan, Wis. (cor. Seventh street and New York avenue).	1874	Miss Annie Zaegel.....	.....	20	3-7	5

\* From Report of the Commissioner of Education for 1880.

*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
....	....	The usual occupations, with singing and calisthenic exercises.	All necessary articles for Kindergarten instruction.	Culture of the physical, mental, and moral natures.
5	42	Devotional exercises, singing, motion songs, calisthenics, object lessons, gardening, marching, playing, writing, drawing, and short lessons from books.	Blackboards, cards, letters, blocks, sticks, balls, pictures, maps, charts, numeral frames, museum, gymnasium, ropes, swings, large box of sand, and a garden with tools for each child.	Promotes physical health, imparts dexterity to the hand, cultivates thought and the reasoning faculties, makes the child kind, unselfish, and truthful, and develops a love for God and humanity.
5	36	Weaving, designing, and pasting, designing and painting, drawing, perforating, stick and ring laying, lessons with blocks, modelling, peas work, and embroidery.	Cabinet of curiosities, and specimens from the three kingdoms of nature.	Strengthens the body and the mind. The method is wonderful in its results, producing deep and lasting impressions without overstimulating the young mind.
6	44	All occupations of Fröbel's system, with instruction in German.	Fröbel's materials .....	Results most favorable on both mind and body.
6	52	Weaving, block building, drawing, paper folding, singing, marching, gymnastics, and exercises in declamation.	.....	Physical development.
5	50	The usual occupations with the different gifts, calisthenics, declaiming, and singing.	Colored balls, geometrical solids, tablets, sticks, slates, materials for perforating and embroidering, split wood, straw, clay, primers, blackboards, &c.	Imparts health and grace to the body, cultivates the reasoning and observing faculties, develops a sense of beauty in form, color, and sound, and trains the child to habits of order, punctuality, obedience, kindness, and self-control.
6	42	Fröbel's occupations .....	The usual apparatus and appliances.	Satisfactory in every respect.
5	40	The usual occupations.....	Usual appliances.	
5	38	All taught in the Fröbel system.	All the gifts, blackboard, piano, and rubber balls.	
5	40	Work with gifts and occupations, games, singing, and lunch.	Fröbel's gifts and material for the occupations, table cloths, dishes, towels, tables, chairs, drums, triangle, and piano.	Excellent. Its superiority to other methods is very manifest.
5	48	Drawing, weaving, sewing, perforating, paper folding, cutting, and mounting, tablet, slat, and stick laying, block building, gymnastics, singing, marching, and plays accompanied with music.	Balls, blocks, slates, peas, wax, clay, charts, blackboard, plants, pictures, gymnastic apparatus, and piano.	Develops a love for order, freedom, and justice, and creates a desire for books and school.
5	40	Modelling and board work, peas work, paper folding, intertwining, cutting and pasting, weaving, sewing, and pricking.	1st gift, worsted balls; 2d, ball, cube, and cylinder; 3d, 4th, 5th, and 6th, divided cubes; 7th, square and triangular tablets; 8th, connected slats; 9th, interlacing slats; 10th, sticks, squared blackboard, and slates.	Most visible improvement in the moral nature. It tends to counteract peevishness and restlessness and to make the child polite and kind.
5	50	The occupations belonging to Fröbel's system.	Balls, sphere, cube, and cylinder, building blocks, tablets, slats, sticks, rings, and materials for pricking, embroidering, drawing, weaving, interlacing, peas work, and paper folding.	Improves the health and develops the mind, especially the memory.

TABLE V.—*Statistics of Kindergärten for 1881; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.		
						Number of.	Between the ages of —	Number of hours taught daily.
	1	2	3	4	5	6	7	8
262	Watertown Kinder- garten.	Watertown, Wis.....	1877	Miss Ella Koenig .....	0	40	3-7	6
263	Kindergarten .....	Globe, Ariz .....	1881	Miss Stella A. More- house.	....	16	3-10	3
264	Georgetown Kinder- garten.	Georgetown, D. C. (cor. West and Val- ley streets).	1878	Miss Mary Emma King	0	12	4-10	4
265	Kindergarten Indus- trial Home School.	Georgetown, D. C.....	1880	Mary E. Hatch .....	....	30	3-8	4
266	Bethany Free Kinder- garten.*	Washington, D. C. (cor. Ohio avenue and Thirteenth streets).	1880	Emma L. Graves .....	1	50	2-6	3½
267	Capitol Hill Institute and Kindergarten.	Washington, D. C. (22 Third street south- east).	1877	Miss Cornelia F. Boy- den.	3	64	3-10 (9-17)	3-4
268	Fröbel Institute and Kindergarten.*	Washington, D. C. (1127 Thirteenth street northwest).	1875	Misses Susie Pollock and Catherine Noerr.	2	40	3½-10	3½
269	Iowa Circle Graded School and Kinder- garten.	Washington, D. C. (936 P street northwest).	1879	Dora N. Brown, prin- cipal; Kate S. White, Kindergartener.	0	34	4-12	6, 3
270	Kindergarten .....	Washington, D. C. (1135 Seventeenth street northwest).	1881	Miss Olga Hesselbach.	..	23	4-8	4
271	Kindergarten* .....	Washington, D. C. (807 H street northeast).	1879	Mrs. S. A. Cavis .....	1	20	4-12	4
272	Metropolitan Semi- nary and Kinder- garten.*	Washington, D. C. (800 Eighteenth street northwest).	1876	Bessie C. Graves .....	(a)	(a)	.....	3½
273	National Kindergar- ten and Primary School.	Washington, D. C. (929 Eighth street north- west).	1874	Mrs. Louise Pollock...	2	30	3-10	3, 5

\* From Report of the Commissioner of Education for 1880.



*inquiries by the United States Bureau of Education—Continued.*

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	40	Singing, twisting, braiding, &c.	.....	Very satisfactory.
5	40	Sewing, pricking, weaving, pasting, modelling, folding, cutting, and gardening.	All the gifts, papers, and books belonging to the system.	It makes the child graceful, easy, and polite in his manners, quickens the intellect, especially developing the powers of observation and expression, and its moral effect is incalculable.
5	40	Fröbel's occupations and lessons, with the gifts, physical exercises, games, singing, object lessons, and drawing.	Fröbel's gifts and materials and usual Kindergarten furniture and apparatus.	Promotes physical and mental development in a pleasant and effective manner, and forms a thorough preparation for primary classes.
5	40	Block building, stick laying, weaving, sewing, peas work, perforating, drawing, &c.	The different gifts and a blackboard.	Good.
5	40	Weaving, perforating, peas work, 3d and 4th gifts, tablet and ring laying, paper folding, sewing, &c.	.....	Wonderful; changing in a short time those who have never known rule or guidance to orderly children.
5	40	The 20 Fröbel gifts and occupations.	Usual gifts and appliances of a true Kindergarten, airy rooms, play ground, piano for older pupils, dumb bells, maps, charts, blackboards, globes, &c.	Improves the physical condition, awakens and expands the mental faculties, teaches the child to be systematic, thoughtful of others, self-dependent, and polite, and lays a valuable foundation for later school work.
5	40	Usual Kindergarten occupations.	Everything necessary for thorough training in the system.	Decidedly advantageous.
5	40	Weaving, paper folding, sewing, paper cutting and twisting, perforating, drawing, modelling, and peas work.	3d, 4th, 5th, and 6th gifts, tablets, slats, sticks, rings, materials for weaving and perforating, squared tables, slates, and blackboards.	Very beneficial to both body and mind.
5	40			
5	38	Object lessons, plays, games, songs, and elementary instruction.	Fröbel's gifts .....	Develops the muscular system, improves the health, quickens the perception, and arouses the mind to activity.
40		All Kindergarten gifts and occupations.	Material for the different gifts and occupations, squared tables, blackboard, slates, dumb-bells, wands, globes, maps, pictures, &c.	It appeals at once to the mental and moral faculties of the child, making him familiar with the forms of usefulness and beauty around him, and cultivating in him a desire to investigate and create the same.
5	40	All the Fröbel occupations except pricking and pasting.	Squared tables, slates, and blackboards, all the gifts, including balls, blocks, tablets, stiffs, sticks, rings, and materials for the occupations.	Improved physical and nervous condition, habits of attention, observation and thoughtfulness, of sociability, kindness, and cheerfulness; it is also a superior preparation for subsequent mathematical training.

*a* Reported in Table VI.

TABLE V.—*Memoranda.*

Name.	Location.	Remarks.
Kindergarten in the Institution for the Deaf and Dumb.	Berkeley, Cal. ....	Suspended.
Kindergarten .....	Jacksonville, Fla. ....	Not found.
Kindergarten (Anna E. Mills) .....	Macon, Ga. ....	Not found.
Kindergarten .....	Chicago, Ill. (s. e. cor. Wabash avenue and Harmon court).	Not found.
Kindergarten .....	Chicago, Ill. (1605 Prairie avenue).	Not found; removed.
Kindergarten (Mrs. Busch) .....	Chicago, Ill. (1114 Milwaukee avenue).	Closed.
Franklin Kindergarten .....	Franklin, Ind. ....	Closed.
Kindergarten (Miss Eleanor E. Jones) .....	Lewiston, Me. ....	Not a Kindergarten proper.
Patterson Park Kindergarten .....	Baltimore, Md. ....	Name changed to the New Education Kindergarten.
Mount Vernon Institute Kindergarten .....	Baltimore, Md. ....	Closed.
Kindergarten of Newbury Street School ..	Boston, Mass. ....	Closed.
Kindergarten School of the North End Mission.	Boston, Mass. ....	Closed.
Dunster Street Kindergarten .....	Cambridge, Mass. ....	Closed.
Kindergarten (Miss Serena B. Frye) .....	Cambridge, Mass. (Police Station, near University Press Works).	Removed; not found.
Private Kindergarten (Miss Dora B. Moody) ..	Gloucester, Mass. ....	Succeeded by Gloucester Kindergarten (Miss Adelia B. Shepherd).
Kindergarten department of Eaton Family School.	Middleborough, Mass. ....	Closed.
The Misses Bacon's Kindergarten .....	Grand Rapids, Mich. ..	Closed.
Ionia Kindergarten .....	Ionia, Mich. ....	See Second Ward Kindergarten; a small private Kindergarten called Ionia Kindergarten is opened during the summer months by the conductor of the Second Ward Kindergarten.
Kindergarten of Norwood Hall .....	St. Paul, Minn. ....	Not in existence.
Kindergarten of Elizabeth Aull Female Seminary.	Lexington, Mo. ....	Suspended.
Christ Church Kindergarten .....	Beatrice, Nebr. ....	Closed.
Columbian Kindergarten .....	Brooklyn, N. Y. (209 Clin on avenue).	Removed; not found.
Lafayette Avenue Kindergarten .....	Brooklyn, N. Y. ....	School removed and name changed to Lafayette Kindergarten.
Free Kindergarten of the Anthon Memorial Church.	New York, N. Y. ....	See Free Kindergarten of All Souls Church; identical.
Kindergarten .....	New York, N. Y. (East Mt. Vernon).	Closed.
Kindergarten of the New York Orphan Asylum.	New York, N. Y. ....	Closed with the opening of the kitchen garden in the spring of 1881.
Rochester Kindergarten (Misses Otten and Marx).	Rochester, N. Y. ....	See Fröbel Kindergarten.
Kindergarten of Miss Cruttenden's Seminary	Rochester, N. Y. ....	Closed.
Rome Kindergarten .....	Rome, N. Y. ....	Closed.
Kindergarten of the Ossining Institute .....	Sing Sing, N. Y. ....	Closed.
Kindergarten department of Miss Nourse's School.	Cincinnati, Ohio ....	Succeeded by Miss Barnett's Kindergarten.
Miss Whitmore's Kindergarten .....	Cleveland, Ohio ....	Closed.
Kindergarten (Miss M. H. Ross) .....	Columbus, Ohio ....	See Normalville, Ill.
Kindergarten of Trinity School .....	Toledo, Ohio ....	Closed.
Kindergarten of Ohio Central Normal School.	Worthington, Ohio ....	Removed to Fayette.
Kindergarten (Pennsylvania Training School).	Media, Pa. ....	Post office is now Elwyn.
"Hope" Kindergarten .....	New Castle, Pa. ....	Not found.
Kindergarten (R. Emma Trego) .....	Philadelphia, Pa. ....	Closed.
St. Agnes Kindergarten .....	Philadelphia, Pa. ....	Not found.
Mrs. Dr. Max Doerfling's Kindergarten .....	Milwaukee, Wis. ....	Closed.

*Kindergärten from which no information has been received.*

Name and location.	Name and location.
<p>Kindergarten (Miss D. A. Curtis), Sacramento, Cal.  Kindergarten, Bridgeport, Conn. (287 Myrtle ave.).  Charity Kindergarten, Chicago, Ill. (cor. Chicago  avenue and La Salle street).  Kindergarten, Chicago, Ill. (375 N. La Salle st.).  Kindergarten, Chicago, Ill. (27 Aldine Square).  Kindergarten, Chicago, Ill. (62 Langley avenue).  Miss Nellie C. Alexander's Kindergarten, Chicago,  Ill.  Meridian Hall Kindergarten, Indianapolis, Ind.  Kindergarten, Boone, Iowa.  Miss E. D. Powell's Kindergarten, Louisville, Ky.  Kindergarten of Louisville Female Seminary,  Louisville, Ky.  Miss Mary Barton's Kindergarten, Louisville, Ky.  Kindergarten of Locquet-Leroy Institute, New Or-  leans, La.  Normal Kindergarten, Baltimore, Md.  Kindergarten, Boston, Mass. (West Chester Park).  Kindergarten of the Boston Orphan Asylum, Bos-  ton, Mass.  Parmenter Street Kindergarten, No. 2, Boston,  Mass.  South End Kindergarten, Boston, Mass.  Free Kindergarten, Cambridge, Mass. (Concord  avenue).  Kindergarten (Miss Hutchinson), Cambridge, Mass.  Kindergarten, Canton, Mass.  Kindergarten, Jamaica Plain, Mass.  Fröbel Kindergarten, North Cambridge, Mass.  Kindergarten, St. Charles, Mo.  Kindergarten of Martha Institute, Hoboken, N. J.  Kindergarten of the Academy of the Sacred Heart,  Hoboken, N. J.  Kindergarten of St. Aloysius Academy, Jersey  City, N. J.  Miss Alston's Kindergarten, Newark, N. J.  St. Peter's Kindergarten, Newark, N. J.  Kindergarten of Lockwood's New Academy, Brook-  lyn, N. Y.  Miss Cora E. Mattice's Kindergarten, Buffalo N. Y.  Kindergarten of Glen's Falls Academy, Glen's  Falls, N. Y.  Miss Jaudon's Kindergarten, New York, N. Y.</p>	<p>Kindergarten, New York, N. Y. (56 W. 55th street).  Kindergarten in St. Stephen's Church Home, New  York, N. Y.  Kindergarten of Mrs. Frederic Jonson's School,  New York, N. Y.  Kindergarten of Moeller Institute, New York, N. Y.  Kindergarten of the Academy of Mt. St. Vincent  on the Hudson, New York, N. Y.  Kindergarten of the German-American School of  the Nineteenth Ward, New York, N. Y.  Mrs. Smuller's Kindergarten, New York, N. Y.  Fröbel Kindergarten, Syracuse, N. Y.  Kindergarten, Pittsboro', N. C.  Kindergarten, Warrenton, N. C.  The Avondale Kindergarten, Avondale, Ohio.  The Mt. Auburn Kindergarten, Cincinnati, Ohio.  Brook's Kindergarten, Cleveland, Ohio.  East Cleveland Kindergarten, Cleveland, Ohio.  Kindergarten (Cleveland Academy), Cleveland,  Ohio.  Kindergarten (Home for the Friendless), Colum-  bus, Ohio  Kindergarten (Pennsylvania Training School),  Elwyn, Pa.  Kindergarten, Germantown, Pa. (29 Wister street).  Charity Kindergarten, Philadelphia, Pa. (Twenty  second and Locust streets).  Kindergarten, Philadelphia, Pa. (122 S. 34th street).  Kindergarten, Philadelphia, Pa. (1802 Wallace st.).  Kindergarten, Philadelphia, Pa. (1718 Rittenhouse  street).  Sharon Hill Kindergarten, Sharon Hill, Pa.  West Chester Fröbel Kindergarten, West Chester,  Pa.  Kindergarten (Charleston Orphan House), Charle-  ston, S. C.  Williamston Female College Kindergarten, Will-  iamston, S. C.  Kindergarten (Young Ladies' School), Memphis,  Tenn.  Kindergarten (Nashville Academy), Nashville,  Tenn.  Washington Collegiate Institute Kindergarten,  Washington, D. C.</p>

TABLE VI.—Statistics of institutions for secondary instruction for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1 Andrews Institute.....	Andrews Institute, Ala.	1876	1874	Wm. Houston, A. M.	M. E. ....	3	3	60	57	3	23	...	...	40	...	...	...	...	...
2 Trinity Normal School.....	Atlanta, Ala. (box 90)	0	1865	Miss Mary F. Wells	Non-sect	0	3	216	80	126	...	...	...	...	...	...	...	...	...
3 Wilcox Female Institute.....	Gamden, Ala.	1849	1849	Mrs. Mary A. Boyd	O. S. Pres	1	5	68	18	50	08	12	4	...	...	...	...	...	...
4 Carrollton Male and Female Academy.....	Carrollton, Ala.	1856	1846	H. S. Whitfield.	Non-sect	1	1	48	21	27	48	14	5	6	0	7	...	...	...
5 Male High School.....	Dadeville, Ala.	...	1881	J. Oscar Pinckard	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6 Gaylesville High School.....	Gaylesville, Ala.	1876	1871	Rev. S. L. Russell, A. M.	C. Presb	2	3	106	64	52	85	21	...	...	...	...	...	...	...
7 Greene Springs School.....	Greene Springs, Ala.	0	1847	H. Tutwiler, LL. D.	Non-sect	1	2	21	17	4	...	...	...	...	...	...	...	...	...
8 Hammer Hall.....	Montgomery, Ala.	1860	1861	Rev. George M. Everhart, P. D.	P. E. ...	2	4	63	63	63	3	32	...	...	...	...	...	...	...
9 William and Emma Austin College.....	Stevenson, Ala.	1877	1878	Alex. F. Dix, president.	Non-sect	3	2	101	50	51	101	30	0	0	0	0	...	...	...
10 Talladega College.....	Talladega, Ala.	1869	1869	Rev. Henry S. De Forest, D. D.	Cong	2	5	142	...	...	...	...	...	11	...	...	...	...	...
11 Talladega Male High School.....	Talladega, Ala.	0	1880	W. M. Dethea.	...	2	...	55	55	...	30	20	...	...	...	...	...	...	...
12 Mountain Spring High School.....	Trinity, Ala.	...	1874	George L. Sampson	P. E. ....	3	...	23	20	...	12	10	8	15	5	3	2	...	...
13 Park High School.....	Tuskegee, Ala.	...	1859	James F. Park, A. M., Ph. D.	Non-sect	3	0	107	107	0	63	40	4	15	...	6	...	...	...
14 Arkadelphia Baptist High School.....	Arkadelphia, Ark.	1876	1875	Wm. A. Forles, A. M.	Baptist.	2	2	190	40	50	60	30	...	...	...	...	...	...	...
15 Austin Institute.....	Austin, Ark.	1880	1873	Rev. J. S. Willbanks.	Non-sect	2	1	120	58	62	110	10	...	...	...	...	...	...	...
16 Independent High School.....	El Dorado, Ark.	...	1881	Rev. J. G. Smyth, A. M.	Non-sect	2	2	50	20	30	45	5	...	2	...	...	...	...	...
17 Evening Shade College.....	Evening Shade, Ark.	1873	1874	Nath. T. Moore.	Non-sect	2	1	132	84	48	132	12	0	100	10	0	...	...	...
18 Lee High School.....	La Grange, Ark.	0	1879	G. C. Woodson, A. B.	Non-sect	2	1	45	25	20	45	0	...	...	6	0	0	...	...
19 Warden Seminary.....	Little Rock, Ark.	...	...	J. F. Rives, sr., president.	M. E. ....	62	...	60	...	...	...	...	...	...	...	...	...	...	...
20 Searcy Female Institute.....	Soarey, Ark.	...	1875	Rev. W. E. Paxton, A. M.	Method.	2	1	42	...	42	4	81	2	...	...	...	...	...	...
21 Centennial Institute.....	Warren, Ark.	1875	1875	Sister Letitia O'Neill.	Baptist.	2	1	81	38	43	2	2	...	1	0	0	0	...	...
22 St. Catherine's Convent.....	Banica, Cal.	...	1850	...	R. C. ....	0	9	120	120	120	120	...	...	...	20	...	...	...	...



23	St. Mary's Hall.....	Benicia, Cal.	1870	Rev. L. D. Mansfield, A. M., rector.	P. E.....	2	9	63	3	60	60	7	42	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
24	Litton Springs College.....	Geysers Springs, Cal	1863	John Gamble.....	Presb.....	7	1	65	65	60	20	10	6	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
25	Convent of Mary Immaculate.....	Gitroy, Cal.	0	1871	Mother Superior.....	R. C.....	3	80	30	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	Gitroy Seminary.....	Gitroy, Cal.	1868	Sarah M. Sovereign.....	Non-sect.....	0	2	39	15	24	39	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	College of Notre Dame.....	Napa City, Cal.	1869	Sister Aloisius.....	R. C.....	7	125	25	100	100	20	10	20	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
28	Napa Collegiate Institute.....	Napa City, Cal.	1870	A. E. Lasher, A. M.....	M. E.....	5	4	158	100	58	90	46	20	10	20	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
29	Convent of Our Lady of the Sacred Heart.....	Oakland, Cal.	1868	Mother J. Baptist, superior provincial.	R. C.....	22	115	115	115	115	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
30	Golden Gate Academy.....	Oakland, Cal.	1871	Rev. Henry E. Jewett, M. A.....	Cong.....	5	3	50	50	40	10	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
31	St. Joseph's Academy.....	Oakland, Cal.	1878	Richard B. Snell and Mary E. Snell.....	Cong.....	2	9	140	140	130	10	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
32	Snell Seminary for Young Ladies.....	Oakland, Cal. (568 12th st.).	1861	G. P. Tindall.....	Non-sect.....	3	5	90	50	40	74	12	4	5	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
33	Placerville Academy.....	Placerville, Cal	1871	H. J. Goethe.....	Non-sect.....	1	194	95	99	184	10	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
34	Goethe's German School.....	Sacramento, Cal. (n. e. cor. I and 11th streets).	1873	Edward Payson Howe.....	Non-sect.....	1	359	250	109	359	13	340	8	30	16	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
35	Howe's High School and Normal Institute.*.....	Sacramento, Cal. (6th st. between J and K sts.).	1871	Mrs. A. C. Curtis.....	M. E.....	9	80	80	80	475	5	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
36	Sacramento Select School.....	Sacramento, Cal. (L street, near 6th).	1875	Mrs. Hermon Perry.....	Non-sect.....	0	11	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400
37	Sacramento Seminary.....	Sacramento, Cal	1878	Mrs. Colgate Baker.....	Non-sect.....	1	5	58	3	55	47	2	45	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38	St. Joseph's Academy.....	Sacramento, Cal. (cor. 8th and G streets).	1876	Sister Superior.....	R. C.....	22	480	480	480	480	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
39	Mrs. Colgate Baker's English, French, and German Boarding and Day School for Young Ladies.....	San Francisco, Cal. (1008 Van Ness avenue).	1877	Rev. Edward B. Church, A. M.....	Non-sect.....	3	4	62	5	57	38	7	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
40	College of Notre Dame of San Francisco.....	San Francisco, Cal.	1874	Rev. Brother Genebern.....	R. C.....	23	700	700	700	450	150	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
41	Irving Institute.....	San Francisco, Cal. (1036 Valencia street).	1859	Rev. James Matthews, D. D.....	Presb.....	3	4	58	44	14	36	22	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
42	Sacred Heart College.....	San Francisco, Cal. (s. e. cor. of Eddy and Larkin streets).	1864	Nathan W. Moore.....	Non-sect.....	8	2	82	82	15	67	70	41	12	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
43	University (City) College.....	San Francisco, Cal. (Haight street).	1873	Mary B. West.....	P. E.....	9	76	6	70	70	6	65	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44	Urban Academy*.....	San Francisco, Cal. (Mason and Geary streets).	1862	Madame Bertha Zeitska, A. M.....	Non-sect.....	6	9	175	175	175	170	5	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175	175
45	Miss West's School for Girls.....	San Francisco, Cal.	1864	Mrs. L. Manson-Buckmaster.....	Non-sect.....	2	6	60	60	60	60	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
46	Madame Zeitska's Institute.....	San Francisco, Cal. (922 Post street).	0	1866	Rev. Alfred Lee Brewer, M. A.....	P. E.....	11	2	134	133	1	91	43	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
47	Laurel Hall.....	San Mateo, Cal.	1862	Sister Rose Genevieve Pile- lan.	R. C.....	9	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150
48	St. Matthew's Hall*.....	San Mateo, Cal.	1881	W. J. Stevens, A. M.....	Non-sect.....	5	1	72	42	30	10	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
49	School of the Holy Cross.....	Santa Cruz, Cal.	1870	S. S. Harmon, A. M.....	M. E.....	(5)	2	58	28	30	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58	58
50	California Normal and Scientific School.....	Vacaville, Cal.	1868	Rev. David H. Moore, A. M., D. D., president.	P. E.....	4	8	190	190	141	15	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
51	Washington College.....	Washington, Cal	1880	Mrs. Anna Palmer.....	P. E.....	1	1	51	31	20	46	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
52	Colorado Seminary.....	Denver, Colo	1871	Henry E. Gordon.....	P. E.....	1	1	51	31	20	46	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
53	Wolfe Hall.....	Denver, Colo	1871	Henry E. Gordon.....	P. E.....	1	1	51	31	20	46	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
54	Trinidad Academy.....	Trinidad, Colo	1871	Henry E. Gordon.....	P. E.....	1	1	51	31	20	46	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

\* From Report of the Commissioner of Education for 1880.      b Reported as closed in 1880; reopened September, 1881.

a Sex not reported.



75	Miss Not's English and French Family and Day School.	New Haven, Conn. (33 Wall street).	1873	Miss Lydia P. Nott.	Non-sect	2	10	80	0	80	50	30	35	0	0	0	0
76	West End Institute.	New Haven, Conn. (99 Howe street).	1870	Mrs. Sarah L. Gady.	Cong.	1	8	86	0	86							
77	Warming Academy.	New Preston, Conn.	0	Gould C. Whittlesey.	Cong.												
78	Miss Meeker's School.	Norwich Conn. (56 Washington street).	1869	Miss Henrietta Meeker.	Cong.		4	35		35	35	25					
79	Our Lady of Perpetual Help.	Patterson, Conn.	1865	Sisters of Mercy.	R. C.	2	3	50	30	20	50	12	3	5	2	1	
80	Seabury Institute.	Saybrook, Conn.	1875	Rev. P. L. Shepard, A. M.	P. E.	4	1	45	45	0	34	11	3	10	1	2	1
81	Day School for Boys.	Stamford, Conn.	1874	Hiram U. Kingdum, A. M.	P. E.	2	30	30		30	15	10	6	1	2		
82	Sabbath School and Day School.	Stamford, Conn.	1874	George B. Gladding, A. M.	Non-sect	1	1	18	8	10	18	4	0	1	0	0	0
83	English and Classical School.	Stratford, Conn.	1876	Frederick Sedgewick, A. M.	Non-sect	1	2	12		12	12	1	3				
84	Stratford Institute for Young Ladies.	Stratford, Conn.	1846	Mrs. E. E. Clark.	Non-sect	1											
85	Lewis Academy.	Southington, Conn.	1846	W. M. McLaughlin.	Non-sect	1		43	23	20	22	21	4	1	1		
86	The Guncney.	Washington, Conn.	1852	Frederick W. Gunn.	Non-sect	2	4	61	58	8							
87	St. Margaret's Diocesan School for Girls.	Waterbury, Conn.	1873	Rev. Francis T. Russell, M. A.	P. E.	3	9	120		120	70	50	30				
88	Wilton Academy.	Wilton, Conn.	1817	Edward Olmstead.	Cong.	1		21	13	8	4	17	1	3			
89	Wilton Boarding Academy.	Wilton, Conn.	1852	Augustus Whitlock.	Non-sect			44	24	20	32	19		3	1		
90	Parker Academy.	Woodbury, Conn.	1852	M. C. Limbage, A. M.	M. E.	1	1	40		40							
91	Wilmington Conference Academy.	Dover, Del.	1873	R. H. Skinner, A. M.	P. E.	5	3	120	80	50	25	13					
92	St. John's Seminary.	Faulkland, Del.	1880	Rev. Frederick Thompson, M. A.	P. E.	3	0	27		27	0	17	10	3	10	12	0
93	Felton Seminary.	Felton, Del.	1867	Rev. L. A. T. Iob, Ph. D.	Non-sect	3	2	60	20	40							
94	Georgetown Academy.	Georgetown, Del.	1812	McKendree Downham.	Non-sect	1	1	41	15	20	41	3					
95	Laurel Select School.	Laurel, Del.	1881	W. B. Tharp.	Non-sect	1	2	38	12	26	15	12		5			
96	Milford Seminary.	Milford, Del.	0	R. E. Maranville, A. M.	Non-sect	2	23	20	5	13	10	2	3	1	0	0	0
97	Milton Academy.	Milton, Del.	1830	Rev. Frederick Thompson, M. A.	Non-sect	4	2	82	48	34							
98	Academy of Newark.	Newark, Del.	1769	Rev. J. L. Palk, A. M., Ph. D.	Non-sect												
99	Academy of the Visitation.	Wilmington, Del.		Mother M. Clementine O'Connell.	R. C.												
100	Brandywine Academy.	Wilmington, Del.	1872	Prof. Nowell.		6		93	93		93	29	3	8	7	3	
101	Rugby Academy.	Wilmington, Del.	1876	Dr. Samuel W. Murphy, A. M.	Non-sect	9	1	157	90	67	157	15	10	0	0	2	0
102	Wilmington Academy.	Wilmington, Del.	1869	James H. Crabb.	Baptist.	2	2	70	34	36	63	7	6	2			
103	Wyoming Institute of Delaware.	Wyoming, Del.	1878	Rev. J. E. Perry, A. M.	Non-sect	2	1	56	27	29	51	2	3	0	0	2	0
104	Linnetta Academy.	Bay St Joseph, Fla.	0	James C. Gravel, M. D.	Non-sect	3	3	162	70	92	144	18		1	0	0	0
105	Cookman Institute.	Jacksonville, Fla.	1874	Rev. Samuel B. Darnell, M. D.	R. C.		12	296		296	296		52				
106	Convent of Mary Immaculate.	Key West, Fla.	1868	Mother Mary Félché, superior.	R. C.												
107	Florida Institute.	Lake Oak, Fla.	1876	Rev. J. L. A. Fish.	Baptist.	1	2	111	66	45	108	3	0	1		0	
108	Santa Rosa County Graded Free School.	Milton, Fla.	1879	W. J. Bowen.		2	2	140	60	80	140	24	10			0	
109	West Florida Institute.	Milton, Fla.	1878	A. O. Wright, A. M.	R. C.	2	2	150	76	74	150	25	6	15			
110	Academy of the Sacred Heart.	Palatka, Fla.	1876	Sister M. Josephine, sup'r.	P. E.		4	50	20	30	30	20	6			4	
111	Christ Church School.	Pensacola, Fla.	1856	Mrs. Mary G. Scott.	Non-sect	1	2	45	10	35	45	8		1	0	0	0
112	West Florida Seminary.	Tallahassee, Fla.	1851	J. N. Whitner, A. M.	Non-sect	1	2	54	20	34	36	19	0		1	0	0
113	Bartow Classical Institute.	Adairsville, Ga.	1881	Leonidas C. Dickey, A. M.	Non-sect	2	3	60	34	26	20	40	12	40	11		

b These figures are for the year 1880.

a Deceased August, 1881.

\* From Report of the Commissioner of Education for 1880.





[illegible]

*b* Merged in September, 1881, in the South Georgia Male and Female College at Dawson (see Table VII).

\* From the Report of the Commissioner of Education for 1880.  
a Sex not reported.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.											Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
Jasper Institute.....	Jasper, Ga.....		1879	John W. Henley.....	Non-sect.....	1	1	150	92	58	75	20	50	3	3	1	.....			
Martin Institute.....	Jefferson, Ga.....			John W. Glenn, A. M.....	Non-sect.....	a5		120	53	67	120					1	.....			
Auburn Institute.....	Jeffersonville, Ga.....			George R. Glover.....	Non-sect.....	a4		72	37	35	60	12		4			.....			
Middle Georgia College*.....	Jonesboro, Ga.....			G. C. Looney.....	Baptist.....			106	103	93	196						.....			
Juniper High School.....	Juniper, Ga.....	0	1877	John W. King.....	Baptist.....	1	2	105	69	36	90	47	20	6	4	22	3			
Kingston High School <sup>1</sup> .....	Kingston, Ga.....		1873	Rev. James T. Lin.....	Meth.....	1	1	47	25	22	47	6		3		1	.....			
La Grange High School.....	La Grange, Ga.....		1877	Edward B. Ramsey, M. D.....	M. E.....	1	1	70	32	38	70	0	0	10	8	4	.....			
Meson Academy.....	Lexington, Ga.....	1806	1807	Thomas B. Moss.....	Non-sect.....	1	1	54	36	18	45	10		7		1	.....			
Liberty Hill High School*.....	Liberty Hill, Ga.....			R. F. Jackson.....	Non-sect.....			35	18	17							.....			
Adams' Practical Normal School <sup>b</sup> .....	Linton, Ga.....	1858	1858	Rev. Thomas J. Adams, A. M.....	Baptist.....	2	2	102	45	57	102	25		10	10	3	4			
Washington Institute.....	Linton, Ga.....	1858	1876	Ivy W. Duggan, A. M.....	Baptist.....	2	2	102	45	57	102	25		10	10	3	4			
Hunter's School for Boys <sup>c</sup> .....	Macon, Ga.....		1876	Benjamin T. Hunter, A. M.....	Baptist.....	1	1	36	36		36	30		4	8	2	.....			
Lewis High School.....	Macon, Ga.....		1868	W. A. Hodge.....	Baptist.....	1	3	170	73	97	170	0	0	0			.....			
Mount de Sales Academy*.....	Macon, Ga.....			Sisters of Mercy.....	R. C.....												.....			
Forest Home Institute.....	Madison, Ga.....		1870	Mrs. E. Nelhut.....	Presb.....		2	20	5	15	20	4				5	.....			
Madison Male High School.....	Madison, Ga.....	0	1875	E. W. Butler, A. M.....	Non-sect.....	1	0	63	63	0	42	21	0	8	2	4	0			
Temperance Hill High School.....	Madison, Ga.....		1852	W. M. Bearden.....	Non-sect.....	1	1	27	15	12	24	3	0	3	0	0	0			
Howard Institute*.....	Marietta, Ga.....		1880	G. F. Howard.....	Non-sect.....	1	1	65	35	30	65	50	65	10	10		.....			
Kennesaw High School.....	Marietta, Ga.....	0	1877	A. B. Fortune.....	Cong.....	1	1	38	21	17	35	2	7		10		.....			
Marietta Institute.....	Marietta, Ga.....		1881	Rev. V. E. Manget.....	Meth.....	1	1	85	38	47	71	9	8				.....			
Marshallville High School.....	Marshallville, Ga.....	1871	1871	J. W. Frederick.....	Non-sect.....	1	1	100	62	38	75	25		25	10	3	.....			
Milner High School.....	Milner, Ga.....		1873	Miss Mattie L. Tyus.....	Non-sect.....	1	1	57	30	27							.....			
Montezuma High School.....	Montezuma, Ga.....	1876	1870	Chas. W. Richter.....	Non-sect.....	1	1	54	29	25	54	16	5	16	0	3	0			
Spalding Seminary*.....	Montezuma, Ga.....	1869	1869	George R. Briggs.....	Baptist.....	1	1	35	20	15	35	12	0	0	0	0	.....			
Morganton Academy.....	Morganton, Ga.....		1870	Mrs. O. F. Chastain.....	Baptist.....	2	2	45	30	15	30	2	0	2	2	1	0			
Stonewall School.....	Morven, Ga.....	0	1875	P. I. Dixon.....	Baptist.....	1	1	21	6	15	21	3	0	0	0	2	0			

204	Mountville Academy	Mountville, Ga	1866	W. E. Dozier	1	1	55	29	26	55	8	2	8	2	17	6	2
205	Newman Seminary	Newman, Ga	1850	Daniel Walker	1	2	81	25	56	64	17	17	17	17	17	6	2
206	Norcross High School	Norcross, Ga	1873	N. F. Coolidge, A. M.	1	1	52	32	20	45	8	0	0	0	0	0	0
207	Brinkley Academy	Norcross, Ga	1879	W. M. L. C. Palmer	1	2	65	30	35	40	25	10	5	5	5	5	0
208	Zion Academy*	Oglethorpe, Ga	1838	Joel W. Bledsoe	1	1	62	22	40	62	0	0	0	0	0	0	0
209	Mercer High School	Oglethorpe, Ga	1879	J. W. Ellington	1	2	46	25	21	39	7	0	2	0	0	0	0
210	Perry Male Academy*	Perry, Ga	1874	T. H. Thurmond, A. B.	1	2	26	26	26	26	8	8	8	8	8	8	8
211	Pine Log Masonic Institute	Pine Log, Ga	1869	C. B. Vincent	1	1	67	40	27	67	4	10	10	10	10	10	1
212	Willis Institute	Pistol, Ga	1875	Miss Sallie J. Willis	1	2	33	10	23	28	5	5	5	5	5	5	1
213	Powelson Male and Female School*	Powelson, Ga	1875	S. N. Chapman	2	2	68	45	23	63	5	5	5	5	5	5	1
214	Quitman Academy	Quitman, Ga	1873	A. D. Smith	a2	1	82	52	30	30	30	30	30	30	30	30	1
215	Kabun Gap High School	Kabun Gap, Ga	1873	William A. Curtis	1	1	40	40	40	40	9	9	9	9	9	9	1
216	Reynolds Academy*	Reynolds, Ga	1858	Charles A. Carson	1	0	67	35	32	67	5	3	3	3	3	3	1
217	Mc Vernon Institute	Ridgely, Ga	1859	Rev. John J. Hyman	1	2	71	41	30	30	15	16	16	16	16	16	1
218	Masonic Literary Institute	Kingdlog, Ga	1870	W. T. Laine	1	1	35	16	19	18	4	4	4	4	4	4	1
219	Idle Wild Academy	Rocky Creek, Ga	1870	John M. Proctor	1	1	45	45	45	45	27	18	18	18	18	18	4
220	Rome Male High School	Rome, Ga	1870	T. J. Walker	1	1	88	37	51	88	4	4	4	4	4	4	0
221	Rutledge High School	Rutledge, Ga	1872	H. H. Wright, A. M.	1	4	265	119	146	260	5	5	5	5	5	5	0
222	Scarboro' Academy*	Scarboro', Ga	1866	W. R. McConnell	a2	1	38	21	17	17	21	21	21	21	21	21	1
223	Excelsior Academy	Savannah, Ga	1872	W. W. Hardy, A. B.	1	3	84	30	54	54	10	10	10	10	10	10	0
224	Sharon Business Institute	Sharon, Ga	1877	N. E. Ware	1	1	50	28	22	22	2	2	2	2	2	2	0
225	Oak Grove Male and Female Acad.	Social Circle, Ga	1878	Rev. D. F. C. Timmons	1	1	60	32	28	58	2	14	14	14	14	14	2
226	Sanary	Spauld, Ga	1859	V. E. Orr	1	1	43	25	17	15	26	40	40	40	40	40	2
227	Stilesboro' Male and Female Academy	Stilesboro', Ga	1856	John F. Marsh	1	1	95	44	51	51	7	25	25	25	25	25	3
228	Sumach Seminary	Sumach, Ga	1869	E. I. F. Clearyne, A. M.	2	1	150	100	50	150	10	10	10	10	10	10	3
229	Sumnerville Academy	Sumnerville, Ga	1845	Miss M. C. Johnston	0	2	85	40	45	85	0	0	0	0	0	0	0
230	Sylvania Academy	Sylvania, Ga	1875	N. P. Pratt	a2	84	29	35	35	35	35	35	35	35	35	35	0
231	Collinsworth Institute and Le Vert	Talbotton, Ga	1837	Rev. John T. McLaughlin	1	40	40	40	40	40	40	40	40	40	40	40	10
232	College	Tazewell, Ga	1851	J. L. Barker	1	1	52	29	23	45	8	2	6	6	6	6	1
233	Tazewell High School*	Tazewell, Ga	1879	Thomas J. Beck	1	2	80	47	33	65	11	10	11	10	11	3	2
234	Tennille High School	Tennille, Ga	1876	George B. Harrison	1	2	166	83	83	125	40	3	3	3	3	3	1
235	Thomaston High School	Thomaston, Ga	1876	William B. Fimbrough, A. M.	2	1	95	43	52	62	3	3	3	3	3	3	2
236	Thomson Academy	Thomson, Ga	0	Ellieeas Dwyie	1	1	45	25	30	30	10	0	1	0	1	0	0
237	Toccoa Academy	Toccoa, Ga	0	George S. Fulton	1	1	40	25	15	20	4	0	0	0	0	0	2
238	Tulton High School	Tulleton, Ga	1872	Muma Montgomery	1	1	20	10	10	20	0	0	0	0	0	0	2
239	Walhourville Academy	Walhourville, Ga	1823	J. S. McVee	1	1	82	40	43	68	15	0	3	0	1	0	0
240	Warrenton Academy	Warrenton, Ga	1829	Mrs. J. I. Ingram	1	3	42	42	42	42	10	10	10	10	10	10	5
241	Washington Female Seminary	Washington, Ga	1827	O. S. Barnett	1	1	30	30	30	30	7	7	7	7	7	7	1
242	Washington Male Academy	Washington, Ga	1827	D. J. Dickerson	1	1	80	42	38	80	0	0	0	0	0	0	0
243	Way Cross High School*	Way Cross, Ga	0	Walter T. Allen	1	0	30	12	12	30	1	1	1	1	1	1	0
244	Wellborn's Mills, Ga	Wellborn's Mills, Ga	1873	Frank Ward	1	1	40	25	13	40	13	13	13	13	13	13	2
245	Bethel Academy	West Point, Ga	1860	J. M. Howell	1	2	73	32	43	43	16	16	16	16	16	16	1
246	Dawson Institute	White Plains, Ga	0	John W. Poole	1	1	40	20	20	40	4	4	4	4	4	4	1
247	Philomath Institute*	Wootton, Ga	1853	John W. Poole	1	1	40	20	20	40	4	4	4	4	4	4	1

\* From Report of the Commissioner of Education for 1880.  
 a Sex not reported.  
 b Closed June, 1881; figures are for the previous school term.  
 c Figures are for the year ending June 30, 1881; school closed July 16, 1881.  
 d These statistics are for the year ending June, 1881, since which time this school has become Rabun Gap Institute.



TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.								Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
248 German Evangelical Lutheran School.*	Addison, Ill.	1849	1849	Rev. T. J. Grosse.	Ev. Luth.	2	1	183	106	77	150	...	133	3	...	...	...
249 Aledo Academy.	Aledo, Ill.	...	1874	J. R. Wylie, A. M.	Non-sect	2	0	72	38	34	66	3	3	1	3	1	...
250 Jennings Seminary.	Aurora, Ill.	...	1855	T. J. Bassett	M. E.	4	4	129	75	54	...	...	...	...	...	...	...
251 Institute of the Immaculate Conception.	Belleville, Ill.	1800	1859	Sister Mary Jerome.	R. C.	...	17	709	267	442	709	...	...	...	...	...	...
252 Bunker Hill Academy.	Bunker Hill, Ill.	0	1857	Rev. S. L. Stiver, A. M.	Non-sect	1	...	30	15	15	30	3	8	...	...	...	...
253 St. Joseph's Female Academy.*	Cairo, Ill.	...	...	Sister Sophronia, superioress	R. C.	...	8	110	...	110	...	...	...	...	...	...	...
254 Ascension School.	Chicago, Ill. (418 La Salle avenue).	...	...	Miss Mary J. Holmes	P. E.	1	4	...	...	...	...	...	...	...	...	...	...
255 Chicago Ladies' Seminary.	Chicago, Ill. (15 Sheldon street).	...	1860	Miss Charlotte A. Gregg.	Cong.	4	10	95	...	95	...	15	28	...	...	3	...
256 Convent of the Immaculate Conception.	Chicago, Ill.	...	1873	Sister M. Borromeo	R. C.	...	4	100	50	50	...	...	...	...	...	...	...
257 Dearborn Seminary*.	Chicago, Ill. (985 Wabash avenue).	...	1856	Zuinglius Grover, A. M.	Non-sect	1	10	180	...	180	...	...	50	...	...	...	...
258 French and English School.	Chicago, Ill. (1555 Michigan avenue).	...	1873	Mlle Clémence Broussais.	Non-sect	...	4	25	...	25	23	...	25	...	...	...	...
259 German-American Institute.	Chicago, Ill. (117 S. Robey street).	...	1876	Prof. Robert Haentze	...	3	2	47	25	22	47	15	15	...	...	...	...
260 German Institute.	Chicago, Ill.	...	1871	J. C. Stocke	Non-sect	2	1	180	120	60	180	...	180	...	...	...	...
261 Helmstreet's Classical Institute.	Chicago, Ill. (420 Wabash avenue).	...	1873	C. Helmstreet.	...	8	3	100	47	53	51	31	18	23	14	4	7
262 Miss Holmes' School for Young Ladies and Children. a	Chicago, Ill. (482 Hurlbut street).	...	1879	Miss Mary J. Holmes	P. E.	...	4	40	18	22	40	...	8	...	...	...	...



[illegible]

Since closed; principal has charge of Ascension School, which was opened September, 1881.

\*From Report of the Commissioner of Education for 1890.







TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered last academic school year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered last academic school year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
358 Carroll County Academy .....	Carrollton, Ky .....	1860	1860	Edmund Longley, jr .....	Non-sect .....	2	2	200	80	120	200	15	0	...	...	...	...	...	...
359 Elkton High School .....	Elkton, Ky .....	1835	1835	Frank M. Johnson .....	Christian .....	2	2	60	30	30	54	6	4	...	...	...	...	...	...
360 Kalamont High School .....	Flemingsburg, Ky .....	0	1876	Rev. James P. Hendrick .....	Presb. ....	1	1	38	23	15	17	20	0	0	0	3	0	...	...
361 Greenwood Female Seminary .....	Frankfort, Ky .....	1846	1846	Mrs. Mary T. Runyan .....	Non-sect .....	1	1	30	8	22	7	...	...	...	...	...	...	...	...
362 Kentucky Eclectic Institute .....	Frankfort, Ky .....	1871	1871	Samuel G. Stevens, A. M. ....	Non-sect .....	2	3	46	20	26	5	41	6	2	1	...	...	...	...
363 St. Aloysius' Academy .....	Frankfort, Ky .....	0	1868	Sister Vincentia .....	R. C. ....	...	2	70	70	...	...	24	...	...	...	...	...	...	...
364 St. Joseph's Academy .....	Frankfort, Ky .....	1870	1870	Sister Vincentia .....	R. C. ....	...	5	90	...	90	...	...	...	...	...	...	...	...	...
365 United Schools of the Abbey of Gettsemani for Boys .....	Gettsemane, Ky .....	1868	1851	Rt. Rev. B. M. Benedict, abbot.	R. C. ....	2	0	62	62	0	62	0	...	...	...	10	...	...	...
366 Greenville College for Young Men.	Greenville, Ky .....	1848	1849	{ Prof. E. Walter Hall, A. M., } president.	Non-sect .....	2	5	130	60	70	...	...	...	...	...	...	...	...	...
367 Greenville Female College .....	Harrisburgh, Ky .....	1868	1870	J. W. Parish .....	Baptist .....	2	1	83	45	38	50	10	13	8	12	7	...	...	...
368 Harrisburgh High School .....	Harrisburgh, Ky .....	1868	1870	Hon. C. W. Threlkeld, secretary.	Non-sect .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
369 Owen College .....	Harrisburgh, Ky .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
370 Henderson High School .....	Henderson, Ky .....	1877	1869	Miss Mary L. Hodge .....	Non-sect .....	1	2	23	9	14	15	9	...	...	...	...	...	...	...
371 Hodgenville Seminary .....	Hodgenville, Ky .....	0	1847	George Hamilton .....	Non-sect .....	1	1	32	16	16	...	...	...	...	...	...	...	...	...
372 High School .....	Houss's Store, Ky .....	1881	1881	S. A. Harris, A. M. ....	Non-sect .....	2	2	108	63	45	75	40	25	42	...	0	...	...	...
373 Christian College .....	Hustonsville, Ky .....	1860	1860	James B. Dunlap, A. M. ....	Christian .....	1	3	75	32	43	67	8	...	...	...	...	...	...	...
374 Calvary Academy* .....	Near Lebanon, Ky .....	1831	1822	R. C. ....	R. C. ....	8	7	44	...	...	...	...	...	...	...	...	...	...	...
375 Sayre Female Institute .....	Lexington, Ky .....	1854	1854	H. B. McClellan, A. M. ....	Presb. ....	4	7	201	...	201	194	48	31	...	...	...	...	...	...
376 Threlkeld Select School .....	Lexington, Ky .....	1871	1871	W. L. Threlkeld, A. M. ....	Non-sect .....	3	...	36	36	...	36	30	20	...	...	6	...	...	...
377 Loretto Academy .....	Loretto, Ky .....	1839	1834	William Mueller .....	R. C. ....	2	10	40	...	40	...	...	...	...	...	...	...	...	...
378 German and English School .....	Louisville, Ky .....	1866	1866	...	Non-sect .....	2	2	73	40	33	73	...	...	...	...	...	...	...	...
379 Hampton Institute .....	Louisville, Ky .....	1878	1878	Miss L. D. Hampton .....	Non-sect .....	2	9	100	0	100	100	50	20	...	...	...	...	...	...





TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

Name.	Location	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
416 East Maine Conference Seminary	Bucksport, Me.	1850	1851	Rev. Morris W. Prince	M. E.	4	4	237	109	128	71	31	27	31	2	7	...		
417 Corinna Union Academy	Corinna, Me.	1851	1851	A. N. H. Burton, A. M.	Non-sect	1	1	175	81	94	140	26	6	9	...	...	8		
418 Greely Institute	Cumberland Centre, Me.	1859	1868	S. K. Hitchings, B. S.	Non-sect	2	1	195	128	67	107	25	14	14	3	...	...		
419 Westbrook Seminary and Female College.	Deering, Me. (Stevens' Plains P. O.).	1831	1833	Rev. J. P. Weston, D. D.	Univ.	...	...	136	50	86	54	20	12	20	2	6	1		
420 Abbott Family School for Boys, at Mt. Little Blue.	Farmington, Me.	1870	1844	Alexander Hamilton Abbott	Non-sect	2	1	30	30	...	18	12	10	8	...	2	...		
421 Foxcroft Academy	Foxcroft, Me.	1823	1823	Edwin P. Sampson	Non-sect	1	2	100	42	58	50	12	5	10	2	1	...		
422 Freedom Academy	Freedom, Me.	1836	1837	Alden Whitney	Non-sect	1	1	45	25	20	40	5	1	2	10	0	4		
423 Hallowell Classical and Scientific Academy.	Hallowell, Me.	1872	1874	Rev. Almon W. Burr, A. M.	Cong.	2	4	136	50	86	54	20	12	20	2	6	1		
424 Hampden Academy*	Hampden, Me.	1803	1805	Rev. D. H. Sherman, A. M.	Non-sect	3	2	103	64	39	73	18	12	13	7	0	...		
425 Hartland Academy	Hartland, Me.	1832	1849	G. F. Sanford	Non-sect	1	1	88	41	47	49	20	19	3	...	...	...		
426 Maine Wesleyan Seminary and Female College.	Kent's Hill, Me.	1821	1821	Rev. Henry P. Torsey, D. D., Lt. D., president.	M. E.	(a)	(a)	1163	1163	(a)	...	...	...	...	...	...	...		
427 Limington Academy	Limington, Me.	1848	1851	W. G. Lord, A. M.	Cong.	1	1	72	38	34	...	...	...	4	...	2	...		
428 Mattanawook Academy	Lincoln, Me.	1846	1847	A. E. Whitten	Non-sect	1	1	2	77	40	37	62	7	...	...	...	...		
429 Litchfield Academy*	Litchfield Corners, Me.	1803	1803	F. A. Rogers, M. D.	Cong.	1	1	2	67	43	24	38	12	17	12	0	0		
430 Monmouth Academy	Monmouth, Me.	1801	1801	Wilber H. Judkins	Non-sect	1	1	2	67	43	24	38	12	17	12	0	0		
431 Lincoln Academy	New Castle, Me.	1801	1804	W. H. Kelley, A. M.	Non-sect	1	2	67	43	24	38	12	17	12	0	0	0		
432 Eaton Family and Day School	Norridgewock, Me.	1856	1856	Hamlin F. Eaton, A. M.	Non-sect	2	2	156	84	72	156	0	27	0	10	0	2		
433 Boarding and Day School for Young Ladies.	Portland, Me. (148 Spring street).	...	...	Miss Sargent and Miss Bradbury.	...	...	...	...	...	...	...	...	...	...	...	...	...		
434 City of Portland School*	Portland, Me.	0	1877	Daniel Dana Patten	Non-sect	1	3	35	31	4	19	16	6	12	2	5	2		
435 Bervick Academy	South Bervick, Me.	1791	1793	Samford Perry Record	Non-sect	1	2	67	29	38	30	23	0	14	0	3	0		
436 Franklin Family School	Topsham, Me.	1872	1857	D. L. Smith	Non-sect	2	2	22	15	7	10	7	5	4	1	...	...		

437	Oak Grove Seminary.....	1857	Vassalboro', Me.....	1857	Edward H. Cook, A. B.....	3	3	112	70	42	82	24	6	12	1	1	1
438	F. Knapp's Institute.....	1864	Baltimore, Md. (29, 31, and 33 N. Holliday street).	1852	F. Knapp.....	7	3	340	180	160	.....	.....	.....	.....	.....	3	.....
439	Mt. St. Agnes Academy*.....	.....	Baltimore, Md. (Mt. Washington).	.....	.....	.....	.....	.....	52	.....	.....	.....	.....	.....	.....	.....	.....
440	Mount Vernon Institute.....	.....	Baltimore, Md. (46 Mt. Vernon Place).	1859	Sister M. Bonaventure Mid- dleton, directress.	.....	.....	.....	.....	52	.....	.....	.....	.....	.....	.....	.....
441	New Education Seminary.....	.....	Baltimore, Md. (343 Lin- den avenue).	.....	Mrs. Mary J. Jones and Mrs. B. Maitland.	6	6	75	.....	75	60	30	75	.....	.....	.....	.....
442	Newton Academy.....	.....	Baltimore, Md. (798 W. Baltimore street).	1844	Misses French and Randolph.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
443	Oxford School for Boys.....	.....	Baltimore, Md. (McMc- chen street, near Mad- ison avenue).	1873	Thomas Lester.....	3	.....	30	30	.....	30	3	10	.....	.....	.....	.....
444	Roland Academy.....	.....	Baltimore, Md. (253 Hoff- man street).	.....	William C. Hynds.....	3	.....	25	25	.....	20	10	3	7	4	.....	.....
445	St. Francis Academy.....	.....	Baltimore, Md.....	1872	Miss Rebecca McConkey.....	1	6	70	.....	70	70	0	70	.....	.....	.....	.....
446	St. Joseph's Academy (Calvert Hall).	.....	Baltimore, Md. (79 Sarato- ga street).	.....	Mary Louisa Noel, mother superior.	.....	.....	60	60	.....	.....	.....	.....	.....	.....	.....	.....
447	School for Boys.....	.....	Baltimore, Md. (Garden street near Biddle).	1842	Brother Gustavus.....	.....	.....	.....	.....	.....	250	35	50	55	50	78	40
448	Southern Home School.....	.....	Baltimore, Md. (197 N. Charles street).	1864	George G. Carey, A. M.....	4	.....	50	50	.....	48	17	.....	.....	.....	6	.....
449	Zion School of Baltimore.....	.....	Baltimore, Md. (N. Gay street).	1836	Mrs. Wilson M. Cary and Miss Cary.	3	7	70	.....	70	.....	.....	.....	.....	.....	.....	.....
450	Mount St. Joseph's College.....	.....	Carroll P. O., Md.....	1876	Rev. Henry Sheib.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
451	Mt. de Sales Academy*.....	.....	Near Catonsville, Md.....	.....	Brother Dominic.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
452	Overlea, Home School for Young Gentlemen.	.....	Catonsville, Md.....	.....	Mother M. Regina Neale, su- perior.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
453	Charlotte Hall School.....	.....	Charlotte Hall, Md.....	1862	Rev. Geo. W. Ebeling, R. D.....	2	.....	12	12	.....	2	10	10	6	2	.....	.....
454	Holy Trinity School.....	.....	Churchville, Md.....	1796	Rev. W. Silvester, secretary board teachers.	3	0	84	84	0	50	40	15	8	5	3	.....
455	College of St. James Grammar School.	.....	College of St. James, Md.....	1844	Rev. Edward A. Colburn, A. M Henry Onderdonk, A. M.....	1	1	26	14	12	.....	.....	.....	.....	.....	.....	.....
456	West Nottingham Academy.....	.....	Colora, Md.....	1812	George K. Bechtel.....	2	.....	37	37	.....	15	16	.....	6	.....	1	.....
457	Elkton Academy.....	.....	Elkton, Md.....	1812	Thomas L. Graham, A. M.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
458	Patapsco Institute.....	.....	Ellicott City, Md.....	.....	Miss Sarah N. Randolph.....	3	10	86	86	80	78	.....	.....	.....	.....	.....	.....
459	St. Joseph's Academy.....	.....	Near Emmitsburg, Md.....	1816	Sister Raphael directress.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
460	Academy of the Visitation*.....	.....	Frederick, Md.....	.....	Sisters of the Visitation, B. V. M.....	.....	.....	84	84	.....	.....	.....	.....	.....	.....	.....	.....
461	St. John's Literary Institute*.....	.....	Frederick, Md.....	1819	Rev. J. F. Holland.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
462	Glenwood Institute.....	.....	Glenwood, Md.....	1865	Prof. L. G. Mathews, A. M.....	2	.....	65	65	.....	48	34	19	15	17	.....	.....
463	Hagerstown Female Seminary and Musical Institute.	.....	Hagerstown, Md.....	1852	Rev. C. L. Keedy, A. M., M. D.....	2	10	100	100	100	100	30	.....	.....	.....	.....	.....
464	Mt. St. Clement's Preparatory College.	.....	Iichester, Md.....	1872	Rev. Joseph M. Schwarz, C. ss. R.....	8	.....	95	95	.....	.....	.....	.....	.....	.....	.....	.....

*c* Removed in 1881 to North East, Pa., and name changed  
to St. Mary's College; these statistics are for the year  
ending June 30, 1881.

\* From Report of the Commissioner of Education for 1880.

*a* See report of this institution, Table VIII.

*b* Number in attendance during the spring term.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
465 McDonogh School .....	Owing's Mills, Md.	0	1873	William Allan, A. M.	Non-sect	4	0	50	50	0	50	0	23			0	0		
466 The Hannah More Academy* .....	Reisterstown, Md.	1832	1834	Rev. Arthur J. Rich, A. M., M. D., rector.	P. E.	4	4	38		38	38	29	14						
467 St. George's Hall for Boys .....	Reisterstown, Md.	0	1876	Prof. James C. Kinear, A. M.	P. E.	4	0	35	35	0	25	10	10	5	6	3			
468 St. Mary's Female Seminary* .....	St. Mary's City, Md.		1844	Mrs. James R. Thomas	Non-sect	1	3	20	20	20	20	20	12						
469 Rockland School for Girls .....	Sandy Springs, Md.		1878	Henry C. Hallowell, A. M.	Non-sect	1	3	37	37	37	37	27	10	1					
470 Pen Lucy School for Boys .....	Wayville, Md.		1867	Richard M. Johnston	Non-sect	1	1	35	35		25	29							
471 Puncture Free School .....	Andover, Mass.	1851	1856	William G. Goldsmith, A. M.	Non-sect	2	2	73	38	37	73	0	15	0	0	0	0		
472 Family School for Young Ladies .....	Belmont, Mass.		1866	Miss Mary C. Pratt.	Non-sect	3	4	18	0	18	18	4	10	0	0	0	0		
473 Powers Institute .....	Barnardston, Mass.		1858	Lewis McL. Jackson, A. M.	Non-sect	1	3	123	55	68	100	25	6	10					
474 Howe School .....	Billerica, Mass.	1852	1852	Samuel Tucker, A. M.	Non-sect	1	1	35	16	19	35	0	8	0	0	0	0		
475 Houghton High School .....	Bolton, Mass.	1848	1849	Charles M. Sargent	Non-sect	1	0	36	17	19	25	11	2	6	0	0	0		
476 Miss Abby H. Johnson's Home and Day School for Young Lad- ies.	Boston, Mass. (18 New- bury street).		1875	Abby H. Johnson.	Cong.	4	10	44		44		14	40						
477 Institute of Languages .....	Boston, Mass. (Hotel Pel- ham).		1870	Arnold A. F. Züllig		1	1	80	5	75		80	80						
478 Otis Place School* .....	Boston, Mass. (5 Otis Place).		1872	Mrs. Clara Barnes Martin		4	4	45		45		15	45						
479 Miss Putnam's English and Classi- cal Family and Day School.	Boston, Mass. (68 Marlbor- ough street).		1866	Miss M. L. Putnam	P. E.	2	7	27	0	27	27	24	26						
480 St. Margaret's School .....	Boston, Mass. (5 Chestnut street).	0	1875	Miss Edith L. Chase	P. E.	1	10	58	2	56									
481 Thayer Academy .....	Brantree, Mass.	1879	1877	Jotham B. Sewall, A. M., head master.	Non-sect	4	1	76	30	46	60	16	46	16	0	3	0		
482 Hitchcock Free High School .....	Brimfield, Mass.	1855	1855	Charles H. Cooper, A. M.		2	2	116	64	52	52	3	11	3		1			



	1876	1878	Joseph Y. Bergen, jr., A. M.	Non-sect	1	2	77	41	36	51	26	43	5	6	0	9
Deerfield Academy and Dickinson High School.	Deerfield, Mass.	1876	1878	Joseph Y. Bergen, jr., A. M.	Non-sect	1	2	77	41	36	51	26	43	5	6	0
483	Nichols Academy.	1819	1821	H. T. Dawson	Non-sect	2	1	78	42	36	12	27	6	8	2	---
484	Partridge Academy.	1829	1845	Rev. Edward B. Maglathlin	Non-sect	1	5	50	32	18	49	1	12	1	0	1
485	Partridge Academy.	1829	1845	Rev. Edward B. Maglathlin	Non-sect	1	5	50	32	18	49	1	12	1	0	1
486	Horne School for Young Ladies.	1829	1845	Mrs. A. P. Foster	Baptist	1	5	50	32	18	49	1	12	1	0	1
487	Lawrence Academy.	1833	1844	Lucian Hunt, A. M.	Non-sect	1	5	50	32	18	49	1	12	1	0	1
488	Dean Academy.	1833	1844	L. L. Harrington, A. M.	Non-sect	1	5	50	32	18	49	1	12	1	0	1
489	Scdwick Institute.	1833	1844	Rev. H. J. Van Leunep	Unitar'n	3	5	30	30	30	30	30	30	10	4	---
490	Prospect Hill School for Young Ladies.	1838	1869	Rev. John F. Moors	Unitar'n	3	5	25	0	25	20	8	12	2	0	0
491	"The Elms".	1866	1866	Misses Porter and Champney	Cong. & P. E.	2	3	12	12	12	12	12	12	12	12	12
492	Hanover Academy.	1832	1812	J. G. Knight	Non-sect	1	50	23	27	44	6	2	0	2	---	---
493	Derby Academy.	1797	1783	James E. Thomas, A. B.	Non-sect	1	2	60	26	34	60	2	0	0	0	0
494	Lester Academy.	1784	1852	Rev. Samuel May (trustee)	Non-sect	1	10	100	100	100	100	50	---	---	---	---
495	St. Patrick's Female Academy.	1852	1877	Sister Agnes Aloysis	R. C.	2	0	27	20	7	10	0	10	0	0	0
496	Tabor Academy.	1877	1870	C. P. Howland	Non-sect	2	1	35	12	23	35	---	---	---	---	---
497	Berkshire School.	1870	1854	Miss Annie H. Delano	Non-sect	1	1	33	39	3	33	6	---	---	---	---
498	Eaton Family School.	1854	1827	Amos H. Eaton	Non-sect	1	1	33	39	3	33	6	---	---	---	---
499	Admiral Sir Isaac Coffin's Lancasterian School.	1827	1865	E. B. Fox	Non-sect	1	3	84	41	43	60	24	20	0	0	0
500	Consolidated High and Putnam Schools.	1838	1865	Amos H. Thompson	Non-sect	3	4	230	100	130	165	65	50	10	3	1
501	South Berkshire Institute.	1855	1865	S. T. Frost, A. M.	Cong.	2	4	88	56	32	53	22	13	6	1	---
502	New Salem Academy.	1795	1879	V. M. Howard	Non-sect	1	1	21	18	3	21	10	5	6	0	0
503	Northfield Seminary.	1879	1874	Harriette W. Tuttle	Non-sect	0	5	110	0	110	95	15	---	---	---	---
504	Sawm Academy.	1871	1874	Edward A. H. Allen, C. E.	Non-sect	1	2	40	14	26	40	21	12	---	---	---
505	Dummer Academy.	1782	1865	Rev. Ebenezer G. Parsons, M. A.	Non-sect	1	1	31	16	15	31	5	0	3	0	1
506	Family and Day School for Young Ladies.	Springfield, Mass.	1865	Miss Catharine L. Howard	Unitar'n	1	6	58	---	58	---	---	---	---	---	---
507	Hillside Home.	Stockbridge, Mass.	1875	Miss Adele Brewer	Cong.	1	4	16	1	15	16	2	---	---	---	---
508	Waltham New Church School.	Waltham, Mass.	1860	Benjamin Worcester	N. J. Ch.	2	6	79	32	47	---	---	---	---	---	---
509	Wesleyan Academy.	Williamstown, Mass.	1824	Rev. G. M. Steele, D. D., LL. D.	M. E.	7	6	222	177	145	242	50	30	50	6	3
510	Glen Seminary.	Williamstown, Mass.	1876	Frances A. and Marcia P. Snyder	M. E.	1	3	20	6	14	13	7	10	5	---	---
511	Highland Military Academy.	Worcester, Mass.	1856	Caleb B. Metcalf, A. M.	Non-sect	7	---	50	50	46	4	4	2	---	---	---
512	School of Modern Languages.	Worcester, Mass.	1875	Mrs. Minna V. Fitch	Non-sect	0	3	46	12	34	12	46	---	---	---	---
513	Miss Williams' School.	Worcester, Mass.	1873	Miss Ava Williams	Non-sect	3	4	30	30	30	10	23	---	---	---	---
514	Raisin Valley Seminary.	Adrian, Mich.	1851	W. W. White, B. S.	Friends	2	2	105	---	---	---	---	---	---	---	---
515	Detroit College.	Detroit, Mich.	1877	Rev. J. G. Walshe, s. J., president	R. C.	8	0	140	140	0	45	80	35	30	16	40
516	Detroit Female Seminary.	Detroit, Mich.	1859	Marcus H. Martin, A. M.	Non-sect	6	9	271	---	271	221	20	30	---	---	---
517	German-American Seminary.	Detroit, Mich. (Lafayette street).	1861	W. N. Hallmann	Non-sect	3	4	185	96	89	---	---	---	---	---	---
518	The Misses Bacon's School for Young Ladies and Children.	Grand Rapids, Mich. (23 South Lafayette street).	1874	Misses Bacon	Non-sect	1	3	60	---	60	60	---	---	---	---	---
519	St. Joseph's Academy.	Marquette, Mich.	1869	Mother M. De. Pazzi	R. C.	10	200	200	200	200	200	200	---	---	---	---

Suspended; may be reopened in 1882.

a See Table VII.

\* From Report of the Commissioner of Education for 1880.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
520 St. Mary's Academy .....	Monroe, Mich.	.....	1845	Mother Mary Justina .....	R. C.	.....	12	120	.....	120	.....	.....	.....	.....	.....	.....	.....	.....	.....
521 Somerville School .....	St. Clair, Mich.	.....	1879	Mrs. Caroline F. Ballentine .....	Non-sect.	2	6	51	6	45	.....	.....	.....	.....	.....	.....	.....	.....	.....
522 Spring Arbor Seminary .....	Spring Arbor, Mich.	.....	1874	Clark T. Marvin, A. M., B. D.	Ev. Meth.	44	143	143	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
523 St. Croix Valley Academy .....	Afton, Minn.	.....	1867	Sister M. Gertrude .....	Non-sect.	2	7	22	16	6	20	1	1	1	.....	.....	.....	.....	.....
524 Bethlehem Academy and Parish School.*	Faribault, Minn.	.....	1868	Sister M. Gertrude .....	R. C.	.....	7	300	130	170	300	.....	.....	10	15	2	6	.....	.....
525 Shattuck School .....	Faribault, Minn.	.....	1860	Rev. James Dobbin, A. M., B. D.	P. E.	8	1	125	125	.....	.....	.....	.....	9	.....	3	1	.....	.....
526 Grove Lake Academy .....	Grove Lake, Minn.	.....	1876	D. J. Cogan .....	Non-sect.	4	.....	72	72	.....	72	6	5	3	.....	.....	.....	.....	.....
527 St. Boniface Academy* .....	Hastings, Minn.	.....	1871	Sister M. Gertrude .....	R. C.	.....	4	60	.....	60	.....	.....	.....	.....	.....	.....	.....	.....	.....
528 High Forest Methodist Episcopal Seminary.	High Forest, Minn.	.....	1879	E. W. Young, A. B.	M. E.	1	2	40	21	27	40	8	.....	1	5	1	.....	.....	.....
529 St. Mary's School .....	Hokah, Minn.	.....	1868	Sister M. C. Borromea .....	R. C.	.....	3	30	.....	30	.....	.....	2	.....	.....	.....	.....	.....	.....
530 School of the Holy Apostles* .....	Mankato, Minn.	.....	1873	Rev. Peter Schmitzer .....	R. C.	3	6	375	175	200	375	12	.....	12	.....	28	.....	.....	.....
531 Minneapolis Academy .....	Minneapolis, Minn.	.....	1879	Charles Davidson, A. M.	Non-sect.	3	1	128	84	44	93	23	12	2	25	9	0	.....	.....
532 St. Olaf's School .....	Northfield, Minn.	.....	1874	Thorbjorn Nilson Mohn .....	Lutheran	3	1	92	68	24	83	9	27	9	.....	.....	.....	.....	.....
533 Minnesota Academy .....	Owatonna, Minn.	.....	1875	Isaac H. De Wolf, A. M.	Baptist	2	3	189	75	114	106	37	31	6	31	4	.....	.....	.....
534 Haug College and Seminary .....	Red Wing, Minn.	.....	1878	G. O. Brohough .....	Lutheran	4	0	75	75	.....	60	15	.....	.....	.....	15	.....	.....	.....
535 Academy of Our Lady of Lourdes .....	Rochester, Minn.	.....	1877	.....	R. C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
536 Rochester English and Classical School.*	Rochester, Minn.	.....	0	Sanford Niles .....	Non-sect.	3	2	167	107	60	167	20	10	.....	.....	4	.....	.....	.....
537 St. Joseph's Academy* .....	St. Paul, Minn.	.....	1867	.....	R. C.	.....	.....	118	.....	118	.....	.....	.....	.....	.....	.....	.....	.....	.....
538 St. Paul Home School .....	St. Paul, Minn. (36 Igle- hart street).	.....	1856	Mrs. M. W. Brown .....	Non-sect.	1	10	70	23	47	70	17	65	17	20	3	4	.....	.....
539 Gustavus Adolphus College .....	St. Peter, Minn.	.....	1874	Rev. J. P. Nyquist, presi- dent. <sup>b</sup>	Ev. Luth.	4	.....	114	99	15	114	18	114	8	.....	8	.....	.....	.....

540	Wesleyan Methodist Seminary...	Wasloja, Minn.	1873	1873	Edwin G. Paine, A. M.	Wes. M.	2	2	76	48	28	55	17	2	10	7	0	0
541	Methodist District High School...	Black Hawk, Miss.	1873	1873	E. W. Tarrant, A. M.	M. E. So.	2	3	129	59	70	129	45	13	10	6	3	3
542	Pine Mountain Academy...	Blue Mountain, Miss.	1875	1875	T. B. Winston	Non-sect	2	80	80									
543	Johnson's Classical School...	Booneville, Miss.	0	1845	Miss F. A. Johnson	Non-sect	1	4	424	63	75	27		4	3			
544	Brandon Female College...	Brandon, Miss.	1845	1845	A. M. Moore	Non-sect	4	100	60	100	100	20	8					
545	Waverly Institute*	Byhalia, Miss.	1880	1880	T. C. Belsher, A. M., presi-	Non-sect	1	2	81	0	81	81	6					
546	Carrollton Female College...	Carrollton, Miss.	1880	1880	dent.	Non-sect	1	2	81	0	81	81	6					
547	Columbus District High School...	Chester, Miss.	1881	1881	John R. Edmunds	Meth.	1	2	90	50	40	55	15	11	12	4		
548	Mt. Hernon Female Seminary...	Clinton, Miss.	1873	1875	Sarah A. Dickey	Non-sect	3	180	80	100	180							
549	Crystal Springs Institute...	Crystal Springs, Miss.	1865	1865	Rev. Oscar Newton	Presb.	1	3	55	10	45	55	12					
550	Cooper Institute...	Daleville, Miss.	1873	1865	Rev. J. L. Cooper	C. Presb.	6	122	106	56	162	50	50			75		
551	Harperville College...	Harperville, Miss.	1881	1875	C. A. Huddleston, A. M.	Non-sect	4	2	123	72	51	87	36			36	86	19
552	Baptist Female College...	Hernando, Miss.	1851	1851	M. M. Johnston	Non-sect	2	20	5	15	20		2					
553	Holly Springs Normal Institute...	Holly Springs, Miss.	1857	1840	A. D. Chesterman	Non-sect	2	4	200	90	110	100	25		4			
554	Inka Female Institute...	Inka, Miss.	1866	1866	John C. Pettus	Non-sect	1	2	67	27	65	92	3	3	0	0	0	0
555	Kosciusko Male and Female Insti-	Kosciusko, Miss.	1878	1875	T. A. S. Adams	M. E. So.	2	2	92	30	37	45	22	8	6	4		
556	Kossuth School...	Kossuth, Miss.	0	1878	Z. B. Whitehurst and W.		2	1	93	51	42	40	4					
557	McComb City Academy*	McComb City, Miss.	1872	1872	L. Skinner	Non-sect	0	3	121	51	70	121						
558	East Mississippi Female College...	Meridian, Miss.	1870	1870	Rev. J. W. Adkisson, A. M., president.	M. E. So.	2	6	142	0	142	140		10				
559	Meridian Academy...	Meridian, Miss.	1880	1880	A. H. Drake, president.	M. E.	a2	100										
560	Oakland Male and Female Col-	Oakland, Miss.	1880	1880		Non-sect												
561	lege*																	
562	Okolona Female Institute...	Okolona, Miss.	1856	1856	J. G. Deupree	Non-sect	1	4	134	134	134	30	12					
563	Okolona Male Academy...	Okolona, Miss.	1872	1870	J. B. Williams	Non-sect	1	2	82	0	45	12	0	6	8	1	0	0
564	Pleasant Hill Masonic Male and	Pleasant Hill, Miss.	1867	1867		Non-sect	1	3	79	50	29	35	25		15	0	0	0
565	Female Institute...																	
566	Pontotoc Male Academy...	Pontotoc, Miss.	1856	1856	J. M. Carter	Non-sect	2	57	57	57	5	10				1		
567	Chamberlain Hunt Academy...	Port Gibson, Miss.	1878	1879	J. H. Lecky, A. B.	Non-sect	4	72	72	72	21	17	51			1	0	
568	Stonewall Female College...	Ripley, Miss.	1850	1850	Mrs. M. J. Buchanan	Non-sect	1	1	80	80	60	20	11	20	11	5	3	
569	Sardis Male Institute*	Sardis, Miss.	0	1869	J. A. Rainwater	Baptist	1	6	157	20	137	137	20	10				
570	Starkville Female Institute...	Starkville, Miss.	1872	1869	T. G. Sellers, A. M.	Non-sect	1	1	100	50	50	90	10	0	0	0	0	0
571	Vadon Male and Female Insti-	Vadon, Miss.	0	1864	J. E. Hopkins, A. M.	Non-sect	1	3	64	4	60							
572	tute.																	
573	North Mississippi Female College...	Verona, Miss.	1870	1870	S. P. Rice	Non-sect	1	3	64	4	60							
574	Walhall Male and Female High	Walhall, Miss.	0	1877	W. J. Taylor	Non-sect	1	1	69	32	27							
575	School.																	
576	Jefferson College...	Washington, Miss.	1802	1811	J. S. Raymond	Non-sect	4	81										
577	Beth Eden College Institute...	Webster, Miss.	1878	1878	F. B. Brown	Lutheran	2	1	74	41	33	62	12		2		1	
578	Winona Female College...	Winona, Miss.	1847	1855	Milton E. Bacon	Non-sect	1	5	118	118	118	12	5	0	0	0	0	0
579	Watson Seminary...	Ashtley, Mo.	1869	1873	Jos. C. Watkins, A. M.	Non-sect	2	0	40	25	15	25	15	0	8	5	6	
580	Avallon Academy*	Avallon, Mo.	1869	1873	Rev. C. J. Kephart, A. M.	U. B.	2	1	85	34	31	63	10	7	9	6		
581	Southwest Baptist College...	Bolivar, Mo.	1878	1878	James Rogers Maupin, A. M., president.	Baptist	6	2	180	101	79	165	23			50		
582	The Kemper Family School...	Boonville, Mo.	0	1844	T. A. Johnston	Non-sect	3	1	62	62	0	44	18	10				
583	Butler Academy...	Butler, Mo.	1877	1874	Jas. M. Naylor, A. M.	Presb.	2	132	63	69	98	34	8			2	1	

<sup>a</sup> Since succeeded by Rev. Mathias Wahlstrom, A. B.

<sup>b</sup> Since succeeded by Rev. Mathias Wahlstrom, A. B.

<sup>c</sup> From Report of the Commissioner of Education for 1881.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
580	Bellevue Collegiate Institute.....		1867	W. D. Vandiver, pr. B., president.	M. E. So.	2	2	130	57	73	130	10	2						
581	Carleton Institute.....		1859	Miss Eliza A. Carleton, A. M., president.	M. E.	1	4	133				5	10						
582	Kirkwood Seminary.....		1868	Miss Anna C. Sneed.....	Non-sect	2	11	90		90	90		24		5	2	3		
583	Wentworth Male Academy.....		1881	Samford Sellers, M. A., and B. L. Holson.	Non-sect	2	0	53	53	0	29	24	8						
584	McCune College.....		1881	A. Slaughter, president.....	Meth	3	4	114	53	61	114	30							
585	Marionville Collegiate Institute.....		1872	Prof. John Turrentine.....	Non-sect	3	1	162	107	55	102	5	50	12	25	3			
586	Montgomery College.....		1849	John T. Bibb, B. L., and John W. Perry, A. M.	Non-sect	2	5	130	67	63	90	19	10	14	13	18	11		
587	Morrisville Male and Female Collegiate Institute.....		1876	Rev. W. C. Godbey, president.	M. E. So.	3	2	106	68	38	90	16	10						
588	Oak Ridge High School.....		1877	W. T. Carvington.....	Non-sect	2	2	112	65	47	112			10	4	6			
589	Palmyra Seminary.....		1873	James S. Dingle.....	Non-sect	2	4	75	25	50	75	20	15						
590	St. Paul's College.....		1852	Rev. J. A. Wainwright, A. M., A. B., president.	P. E.	3	2	35	25	10	30	15	8	2					
591	Park College.....		1878	Rev. John McAfee, A. M.	Presb.	6	3	155	95	60	55	100							
592	Peerce City Baptist College.....		1879	Charles S. Sheldrick.....	Baptist.	2	2	47	31	16	39	8	0			0			
593	Plot Grove Collegiate Institute.....		1878	Charles N. Johnson, A. B., M. S., B. E.	Non-sect	3	3	110	50	60	60	60	10						
594	Van Rensselaer Academy.....			James Donnelly, A. M.	Presb.														
595	Academy of the Sacred Heart.....		1820	Madam R. Conway.....	R. C.		32	100	100	100	100	38							
596	St. Charles College.....		1838	B. S. Newland, A. M., president.	M. E. So.	2	4	78	50	28	8	20							
597	Academy of the Sacred Heart.....		1853	Madame Keating.....	R. C.		16	240	240	240	240	25							



	Young Ladies' Institute Barram's German-English Academy	St. Joseph, Mo. St. Louis, Mo.	0	1869	Rev. Charles Martin, M. D.	Non-sect	2	7	115	115	115	12	15
598		St. Louis, Mo.			Mrs. Eugenia Cuthbert	Non-sect	2	5	150	150	40	60	
599		St. Louis, Mo.			John Tonsfeldt	Non-sect	9	223	223	223	41	8	
600	Mrs. Cuthbert's Seminary for Educational Institute	St. Louis, Mo.	0	1879	Ben. R. Foster	Non-sect	4	1	30	30			
601		St. Louis, Mo.	0	1878	August C. Burdorf	Ev. Luth	2	54	54		20	8	
602		St. Louis, Mo.			Brother Helemin, director	R. C.	2	200	200				
603	Lutheran High School	St. Louis, Mo.			Sister Catherine	P. E.	2	11	79	72			
604	St. Patrick's Academy*	St. Louis, Mo.			Wm. H. Lynch, A. M.	Non-sect	3	5	465	233	465	13	6
605	School of the Good Shepherd	St. Louis, Mo.	1867	1874	Rev. Emerson Barber	Christian	2	100					
606	Salem Academy	Salem, Mo.	0	1872	George W. Read	Baptist	2	2	110	40	61		4
607	Weaubleau Christian Institute	Weaubleau City, Mo. (Hickory County)	1869	1873	Rev. M. L. Holt	Cong	2	5	79		79		
608	Nebraska Baptist Seminary	Gibson, Nebr.		1880	Rev. Robert Doherty, M. A., rector	P. E.	3						
609	Gates College	Nelich, Nebr.		1881	Sisters of Mercy	R. C.	2	10	124	12	112	120	4
610	Brownell Hall	Omaha, Nebr.	1867	1863	A. K. Gandy	M. E.	1	3	137	80	57	105	20
611	St. Catherine's Academy	Omaha, Nebr.		1877	W. J. Lynch, D., president	Unitar'n	1	1	61	28	33	50	11
612	Payne City Academy	Payne City, Nebr.	0	1877	Barth H. Weston	Non-sect	1	1	40	24	16	28	10
613	Nebraska Conference Seminary	York, Nebr.	1879	1880	Howard C. Jewitt	Non-sect	1	1	43	22	21		3
614	Proctor Academy	Andover, N. H.	0/1874	0/1874	W. I. Smith	Non-sect	1	1	52	20	32		4
615	Atkinson Academy	Atkinson, N. H.	1791	1789	George A. Dickey	Non-sect	1	1	16	10	6	13	0
616	Candia Village High School	Candia Village, N. H.	1853	1878	Charles M. Sargent	Evangel	1	2	76	39	37	71	5
617	Chester Academy	Chester, N. H.	1853	1853	Edmund R. Angell	Sweden	1	1	87	33	37	20	0
618	Coldbrook Academy	Coldbrook, N. H.	1840	1848	John Scales, A. M.	Non-sect	1	1	77	39	37	12	4
619	Concord and Classical School	Concord, N. H.	1879	1879	Rev. S. Corwell, A. M.	Non-sect	3	3	132	75	38	19	0
620	Concord Academy	Concord, N. H.	1850	1856	Frank M. McDermott, A. B.	Non-sect	1	2	55	32	12	19	4
621	Franklin Academy	Derry, N. H.	1814	1815	Miss Semple C. Merrill	Non-sect	1	3	70	38	32	18	5
622	Grant High School	Dover, N. H.	1818	1818	Forrest E. Merrill	Non-sect	1	0	30	15	15	30	3
623	Princeton Academy	East Jaffrey, N. H.	1869	1869	board of trustees	Cong	3	3	48	48			4
624	Greenland Academy	Greenland, N. H.	1823	1824	Rev. Frederick M. Gray	Non-sect	1	1	56	16	20	30	6
625	Bracklet Academy	Greenland, N. H.	1823	1824	C. H. French	Non-sect	1	1	57	20	37		
626	Hampstead High School	Hampstead, N. H.	1876	1876	L. L. Rogers	R. C.	1	1	27	9	18		
627	Hampstead Academy	Hampstead, N. H.	1870	1870	Mother M. Frances Xavier Ward, superioress	F. W. B.	6	4	195	110	85	134	55
628	School for Boys	Holderness, N. H.	1878	1879	Rev. O. Hill	F. W. B.	1	1	27	9	18		
629	Kingston Academy	Kingston, N. H.	1824	1825	Henry O. Hill	Cong	1	1	91	47	44	68	17
630	Lancaster Academy	Lancaster, N. H.	1828	1828	Rev. S. G. Norcross	F. E. p	1	1	25	12	23	23	11
631	Academy of the Sisters of Mercy	Manchester, N. H.			J. H. Hutchins, A. M.		1	1	25	12	23	23	11
632	Marlow Academy	Marlow, N. H.	1850	1853	Chartered in 1880, and organized in 1881 under its present management.								
633	New Hampton Literary and Bibli- cal Institution	New Hampton, N. H.	1853	1853	c School suspended.								
634	North Conway Academy*	North Conway, N. H.	1823	1823									
635	Northwood Academy	Northwood Ridge, N. H.	1867	1867									
636													

\* From Report of the Commissioner of Education for 1880.

a Suspended as a school of higher grade; English course only.

b Chartered in 1880, and organized in 1881 under its present management.

c School suspended.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
637 Pembroke Academy .....	Pembroke, N. H. ....	1818	1819	Isaac Walker, A. M. ....	Cong. ....	1	1	84	41	43	65	10	11	.....	.....	1	.....
638 Pittsfield Academy .....	Pittsfield, N. H. ....	1830	1830	Daniel K. Foster .....	Cong. ....	1	1	60	35	25	.....	.....	.....	.....	.....	.....	.....
639 Miss Morgan's English, French, and German School for Young Ladies.	Portsmouth, N. H. ....	.....	1874	Miss Arabella C. Morgan. ....	Non-sect. ....	2	5	43	43	43	43	6	43	.....	.....	.....	.....
640 Smith's Academy and Commercial College.	Portsmouth, N. H. ....	.....	1873	Lewis E. Smith .....	.....	3	1	57	52	5	46	11	3	6	2	.....	.....
641 Raymond High School .....	Raymond Center, N. H. ....	.....	1867	John T. Bartlett .....	.....	1	.....	47	30	17	.....	.....	.....	.....	.....	.....	.....
642 McGaw Normal Institute .....	Reed's Ferry, N. H. ....	1849	1849	Elliot Whipple, A. M. ....	Non-sect. ....	1	3	41	24	17	22	13	5	6	.....	1	.....
643 Barnard Academy .....	South Hampton, N. H. ....	.....	1842	John L. Dearing .....	Non-sect. ....	1	0	30	15	15	30	0	0	0	0	0	0
644 New Hampshire Conference Seminary and Female College.	Tilton, N. H. ....	1852	1845	Rev. Silas E. Quimby, A. M., president.	M. E. ....	8	4	213	108	103	34	53	33	29	10	3	.....
645 Simonds' Free High School .....	Warner, N. H. ....	1871	1871	Charles A. Strout .....	Non-sect. ....	1	2	45	23	22	35	7	3	2	0	.....	.....
646 Tubbs' Union Academy .....	Washington, N. H. ....	1848	1848	Frank P. Newman .....	.....	1	1	55	30	25	53	2	.....	2	6	.....	.....
647 Wolfborough Academy .....	Wolfborough, N. H. ....	.....	1878	.....	.....	1	1	25	15	10	.....	.....	.....	.....	.....	.....	.....
648 Wakeham Institute* .....	Blairstown, N. J. ....	.....	1867	Mrs. W. Townsend Ford .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
649 Blair Presbyterian Academy .....	Blairstown, N. J. ....	.....	1848	Henry D. Gregory, A. M., Ph. D.	Presb. ....	3	3	65	36	29	50	40	5	17	10	3	6
650 Bordentown Military Institute .....	Bordentown, N. J. ....	1868	1870	Rev. William C. Bowen, A. M.	Baptist. ....	6	4	150	120	30	100	50	27	40	1	7	3
651 South Jersey Institute .....	Bridgeport, N. J. ....	1865	1865	Henry K. Trask, A. M. ....	Baptist. ....	2	1	45	20	25	45	.....	.....	5	.....	2	.....
652 Brainard Institute .....	Cranbury, N. J. ....	.....	1865	Rev. Joseph S. Van Dyke .....	Presb. ....	.....	5	50	13	37	.....	.....	.....	.....	.....	.....	.....
653 The Elizabeth Institute .....	Elizabeth, N. J. (521 North Broad street).	.....	1861	Miss N. C. Read .....	Presb. ....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
654 Misses Hayward's English and French School for Young Ladies.	Elizabeth, N. J.	.....	1869	Misses Julia L. and Amy Hayward.	P. E. ....	1	6	39	.....	39	39	3	39	.....	.....	.....	.....
655 Jefferson Park Academy .....	Elizabeth, N. J. (315-323 Jefferson avenue).	1873	1872	James H. Lansley, Ph. D. ....	Non-sect. ....	3	2	120	85	35	.....	.....	.....	.....	.....	.....	.....
656 English and Classical School .....	Flemington, N. J. ....	0	1870	Rev. Louis H. Bahler, A. M. ..	Ref. D'ch. ....	1	1	35	20	15	22	4	8	4	.....	.....	.....

	Fort Lee, N. J.	0	1879	Sister Mary Nouna, ss. DE N. D.	R. C.	5	21	21	0	17	0	0	0	0
657	Institute of the Holy Angels													
658	Freehold Institute	0	1844	Rev. A. G. Chambers	Presb.	5	57	0	32	25	0	20	16	6
659	Centenary Collegiate Institute	1869	1874	Rev. George H. Whitney, D. D., president.	M. E.	7	190	112	78	100	90	57	50	11
660	St. Agnes' Hall				P. E.	2	22	22	2	12				
661	St. John's Academy				P. E.	7	1	81	81	8	19			5
662	The Home Seminary	0	1864	Rev. William M. Kelly, B. D., rector.	Presb.	1	4	52	14	38	46	6	3	0
663	German-American School*		1871	John A. von Duisburg	Non-sect	1	1	65	40	25	55	65		0
664	German, English, and French Academy.	1873	1868	Frederick H. W. Schlesier	Lutheran	4	3	96	66	30	96			1
665	Hoboken Academy*	1860	1861	Joseph Schrenk	Non-sect	11	3	350	220	130	350			9
666	Young Ladies' Institute		1868	Miss Mathilde Schmidt	Non-sect	4	6	150	150					
667	Hopewell Seminary	0	1866	Miss Elizabeth H. Boggs	Non-sect	2	1	38	8	30	28	0	4	0
668	Jamesburg Institute		1873	B. E. Seelye	Presb.	1	4	34	22	12	30	5	2	1
669	Hasbrouck Institute	0	1856	Charles C. Stimets		9	3	220	160	60	160	60	50	25
670	St. Peter's College*			Rev. John McQuaid, s. J., president.	R. C.	13	125	125						
671	Classical and Commercial High School*		1810	Rev. Samuel M. Hamill, D. D.	Presb.	5	40	40	26	24		12	8	8
672	Lawrenceville Young Ladies' Seminary*		1835	Rev. R. Hamill Davis, Ph. D.	Presb.	1	2	25	25	3	1			
673	St. Elizabeth's Academy*			Mother M. Xavier, superior.	R. C.		110	110						
674	Glenwood Institute	1855	1855	Charles Jacobus, A. M.	Non-sect	2	92	43	49			3	3	
675	Moorestown Academy		1878	Edward Forsythe	Friends	1	2	87	47	40	87	15	3	
676	Morris Academy		1793	Andrew F. West	Non-sect	3	1	42	42	17	25	4	25	3
677	Morris Classical Institute*			Sidney H. Moore	Non-sect	1	7	7	3	4	1	1	2	
678	Moorestown Seminary	0	1879											
679	Miss Stevenson's French and English Boarding School for Young Ladies and Little Girls.			Miss Louise Stevenson										
680	Beacon Street German-American School		1858	Mrs. M. J. Mesler	Non-sect	3	4	350	200	150	350			
681	Blinn's School		1877	C. W. Blinn, M. D.	Presb.	2	1	81	42	39	81			
682	First German and English Presbyterian School.		1860	Rev. John U. Guenther	Presb.	3	3	300	180	120	200	50	300	0
683	German-American Elementary and High Grammar School.		1856	Hermann von der Heide	Non-sect	3	4	305	187	118	305		0	0
684	St. Vincent's Academy			Sisters of Charity	R. C.		7	115	40	75	80	35		4
685	Newton Collegiate Institute		1848	S. S. Stevens, A. M.	Non-sect	2	4	53	20	23	30	13	9	3
686	St. John's School	0	1871	Charles W. Sickle, A. M.	P. E.	2	2	56	35	21	38	11	4	2
687	Passaic Falls Institute		1856	Rev. Joseph C. Wyckoff	Non-sect	2	6	45	8	37	40	10		1
688	Paterson Seminary		1863	A. B. Wiggin, A. M.	Non-sect	2	2	60	40	20				

\* From Report of the Commissioner of Education for 1880.

TABLE VI. — *Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
689 Pennington Institute*	Pennington, N. J.	0	1844	Rev. A. P. Lasher.	Non-sect	2	1	23	15	8	23								
690 North Plainfield Seminary.	Plainfield, N. J. (box 341).		1876	Miss M. Helen Burrows	Non-sect	2	1	4	45	15	30	45	13	4	0	0	0		
691 Academy of Science and Art.	Ringoes, N. J.		1876	Cornelius W. Larison, M. D.	Non-sect	2	3	15	7	8	15								
692 Seminary of Ringoes*	Ringoes, N. J.		1870	Mrs. K. B. Larison	Non-sect	1	2	40	13	27	35	3	2	0	0	0	0		
693 Collegiate Institute	Salem, N. J.	0	1867	H. Pace Davidson, A. M.	Non-sect	2	4	57	37	20	41	12	5	4	1		1		
694 Union Academy*	Shiloh, N. J.	1849	1849	Anna S. Davis	Non-sect	1	1	29	15	14	29								
695 "The Heights" Academy	Short Hills, N. J.	0	1880	Rev. Julius D. Rosé, A. M., M. D., Ph. D.	P. E.	1	3	24	22	12	34	15	13	6	6				
696 Trenton Academy	Trenton, N. J.	1785	1785	Simon S. Sanborn	Non-sect	2	2	25	25		19	6		4					
697 Hungerford Collegiate Institute	Adams, N. Y.	1864	1864	Albert B. Watkins, A. M., Ph. D.	Non-sect	5	3	171	85	86	123	41	7	26	3	2	0		
698 Albany Academy	Albany, N. Y.	1813	1815	Merrill Edwards Gates, A. M., Ph. D.	Non-sect	10	4	291	291	0	100	200	50	50	20	2			
699 Albany Female Academy*	Albany, N. Y.	1821	1814	Lucy A. Plympton.	Non-sect	3	12	154	68	146	154	38	154						
700 Christian Brothers' Academy	Albany, N. Y.	1869	1856	Brothers of the Immaculate	R. C.	8	0	120	120	0	120	20	12	20		6			
701 St. Mary's School for Girls*	Albany, N. Y.			Sisters of Charity	R. C.			64		64									
702 Alfred University (academic department). <sup>b</sup>	Alfred, N. Y.			Rev. J. Allen, D. D., Ph. D.	Non-sect	6	7	393			107			(74)					
703 Amenia Seminary*	Amenia, N. Y.	1834	1835	E. C. Allen, A. M.	Baptist.	2	3	114	61	53	82	23	15	5	0				
704 Amsterdam Academy	Amsterdam, N. Y.	1839	1839	George H. Outaway, A. B.	Non-sect	3	3	68	34	34	42	11	18	6	0	8			
705 Ives Seminary	Antwerp, N. Y.	1836	1853	Rev. C. E. Hawkins, A. M.	M. E.	3	3	244	110	134	162	62	20	10	6	5	2		
706 Argyle Academy	Argyle, N. Y.	1841	1841	Mortimer H. Bowman, A. B.	Non-sect	1	1	35	29	15	30	4	1	4	0	1	0		
707 Cayuga Lake Academy	Aurora, N. Y.	1801	1798	Charles K. Hoyt, A. B.	Non-sect	2	2	41	25	16	30	11	1	8	3	1			
708 Bedford Academy	Bedford, N. Y.	1869	1869	James F. Williams, Jr.	Non-sect	1	1	51	31	20	51	7	1	2	0	0	0		
709 Genesee Valley Seminary	Bedford, N. Y.	1857	1857	F. M. Kendall	Non-sect	1	1	479	78	101	20	16	13	8	3	3			
710 Union Academy of Belleville	Belleville, N. Y.	1824	1824	Lee S. Pratt, A. B.	Meth.	2	3	45	20	25	35	10							



7111	Binghamton Institute.....	Binghamton, N. Y.	0	1875	Lillian M. Craig	P. E.....	1	8	120	47	73	94	26	2	4	.....	1	.....
7112	Bridgewater Literary and Commercial Institute.	Bridgewater, N. Y.	1875	1860	Lewis W. Hallowell, A. B.	Non-sect	2	2	48	32	16	.....	7	41	0	0	0	.....
7113	Brookfield Union School and Academy.	Brookfield, N. Y.	1847	1847	L. B. Blakeman.....	Non-sect	1	2	95	.....	.....	.....	2	.....	(2)	.....	(2)	.....
7114	Adolph Academy.....	Brooklyn, N. Y. (Lafayette avenue).	1869	1869	Stephen G. Taylor, A. M., Ph.D.	Non-sect	19	18	738	387	351	568	72	187	50	7	5	1
7115	Brooklyn Hill Institute*.....	Brooklyn, N. Y. (350 Washington avenue).	.....	1879	Mrs. S. C. Baker.....	Presb...	3	4	23	.....	23	23	3	14	.....	.....	.....	.....
7116	Clévenière Institute.....	Brooklyn, N. Y. (153 Schermerhorn street).	.....	1863	Miles, Emmeline D. Longchamp and Mary W. Mead, Rev. Levi Wells Hart.....	Non-sect	1	5	40	.....	40	40	.....	40	.....	.....	.....	.....
7117	College Grammar School.....	Brooklyn, N. Y. (44 Court street).	0	1849	.....	Non-sect	3	6	30	30	0	25	8	10	8	3	0	2
7118	Professor Davison's Institute.....	Brooklyn, N. Y. (424 Court avenue).	0	1859	Rev. I. S. Davison.....	Non-sect	1	11	11	.....	.....	7	6	.....	4	0	3	0
7119	Friends' School.....	Brooklyn, N. Y. (Schermerhorn street, near Boerum street).	.....	1867	Clara Lockwood.....	Friends	0	6	72	44	28	.....	14	.....	.....	.....	.....	.....
7120	German American Boarding and Day School for Young Ladies and Children.....	Brooklyn, N. Y. (154 Montague street).	.....	1876	Mrs. R. Goodwin.....	.....	2	8	95	15	80	20	6	95	.....	.....	.....	.....
7121	German, English, and French Institute.....	Brooklyn, N. Y. (360 State street).	.....	1872	Miss Emily Christiansen.....	P. E.....	.....	6	70	20	50	70	.....	70	.....	.....	.....	.....
7122	Lafayette Academy*.....	Brooklyn, N. Y. (149 Lafayette avenue).	.....	1877	Rev. Dan Marvin, jr., A. M.	Non-sect	1	16	16	.....	15	1	.....	1	.....	.....	.....	.....
7123	State Street Academy.....	Brooklyn, N. Y. (247 State street).	.....	1862	Mrs. E. Medler.....	P. E.....	1	2	42	25	17	42	42	.....	.....	.....	2	.....
7124	Washington Avenue Institute for Young Ladies and Misses.*.....	Brooklyn, N. Y. (394 Washington avenue).	.....	.....	Mrs. A. W. Longfellow.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7125	Buffalo Practical School.....	Buffalo, N. Y. (23 West Swan street).	.....	1875	Herman Poole.....	.....	1	1	20	16	4	20	0	0	0	0	0	0
7126	Heathcote School.....	Buffalo, N. Y.	0	1865	Lester Wheeler, A. M.....	P. E.....	3	1	50	50	0	40	10	4	5	4	1	1
7127	Canandaigua Academy.....	Canandaigua, N. Y.	1795	1795	Neah T. Clarke, A. M., Ph. D.	Non-sect	5	0	150	135	15	130	45	15	25	4	1	1
7128	Canisteo Academy.....	Canisteo, N. Y.	1870	1871	D. M. Estee, A. M.	Non-sect	1	4	122	55	67	6	2	3	2	4	.....	.....
7129	Drew Seminary and Female College.	Carmel, N. Y.	1866	1866	Gorge Crossly Smith, A. M., president.	M. E.....	2	6	60	.....	60	.....	.....	.....	.....	.....	.....	.....
7130	Chappaqua Mountain Institute.....	Chappaqua, N. Y.	1870	1870	S. C. Collins, A. A.	Friends	3	4	77	46	31	.....	.....	.....	.....	.....	.....	.....
7131	Cincinnati Academy.....	Cincinnati, N. Y.	1857	1857	Rev. Edson Rogers, A. M.	Non-sect	1	2	64	37	27	51	13	.....	5	.....	.....	.....
7132	Parker Union School*.....	Clarence, N. Y.	1869	1869	Jared Parker, M. D., pres't	Non-sect	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7133	Clifton Springs Seminary.....	Clifton Springs, N. Y.	1868	1868	Miss C. E. Hahn.....	P. E.....	1	5	35	.....	35	30	5	10	1	.....	.....	.....
7134	Foster School.....	Clifton Springs, N. Y.	0	1876	Rev. George Loomis, D. D.	Non-sect	3	6	91	0	91	83	10	21	3	.....	.....	.....
7135	Clinton Grammar School.....	Clinton, N. Y.	1815	1815	Rev. Isaac O. Best, A. M.	Non-sect	3	3	160	100	60	40	2	40	8	0	.....	.....
7136	Cottage Seminary.....	Clinton, N. Y.	1862	1862	Miss Anne Chapman.....	Non-sect	1	4	75	.....	75	.....	.....	.....	.....	.....	.....	.....
7137	Dwight's Home School for Young Ladies.....	Clinton, N. Y.	.....	1874	Rev Benjamin W. Dwight, Ph. D., LL. D.	Presb...	1	4	10	.....	10	1	9	9	.....	.....	.....	.....
7138	Houghton Seminary.....	Clinton, N. Y.	.....	1861	Joha C. Gallup, A. M., M. D.	Presb	2	8	74	.....	74	74	31	.....	.....	.....	.....	.....
7139	Evening Classes of the Poppenhusen Association.	College Point, N. Y.	1868	1870	Ferdinand Martens.....	Non-sect	2	113	103	10	.....	.....	.....	.....	.....	.....	.....	.....

Since succeeded by Myron E. Carner, A. M., who kindly furnishes the above statistics.

From the 93d Regents' Report 1880.

\* From Report of the Commissioner of Education for 1880.

21

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for scientific course in college.	Preparing for classical course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
740	Cornwall Collegiate School for Young Ladies.			Rev. Alfred C. Roe.....	Presb....	2	4	28	0	28	18	10	12	4	0	1	0
741	Danville Seminary*.	1858	1859	G. W. Phillips	Non-sect	2	3	115	45	70	70	25	20	3			
742	Delaware Academy.	1819	1879	James O. Griffin	Non-sect	3	5	137	65	72	70	40	18	20	6	2	
743	Dundee Preparatory School.			John Kling, A. M.	Non-sect	2	3	125	65	60	80	15	15	8	0	0	0
744	Aurora Academy.	1822	1833	Leslie W. Lake	Non-sect	2	2	156	72	84	143	13	27	1			
745	Friends' Seminary of Easton.	1821	1891	Charles W. Bowen, A. M.	Friends.	1	2	83	42	41	82	0	0	0	0	0	0
746	Rural Seminary.	1836	1857	James A. LeSueur	Non-sect	1	4	40	21	19	35	1	4	1			
747	Starkey Seminary.	1848	1842	Oscar F. Ingollisby, A. M.	Non-sect	3	3	90	48	42	70	20	5	13	3		
748	Union Collegiate Institute.	1839	1839	Truman K. Wright, A. M., Ph. D.	Non-sect	3	3	170	87	90	145	30	25	4		1	1
749	Fairfield Seminary.	1803	1803	Charles Le Roy Wheeler, A. M.	Non-sect	3	1	113	71	44	88	27	13	5		0	0
750	Fergusville Academy.	0	1848	James Oliver	Non-sect	3	3	58	38	20	58	4	6	4			
751	Erasmus Hall Academy.	1787	1787	Rev. Robert Grier Strong	Ref. D. tol.	5	3	102	47	55	90	12	10	5	2		
752	E. S. Seward Institute.	1846	1843	Mrs. M. S. Parks	Non-sect	3	3	38	20	18	38	12	10	3			
753	Flushing Institute*.			E. A. Fairchild, A. M.	Non-sect	7	7	77	77		77	24	29	10	3		
754	St. Joseph's Academy.	1860	1855	Mother Teresa	R. C.	12	12	168	0	168	108	25	100	3			
755	Clinton Liberal Institute.		1831	Charles V. Parsell, A. M., president.	Non-sect	5	5	6132	672	660							
756	Delaware Literary Institute.	1835	1836	Charles H. Verrill, A. M., Ph. D.	Non-sect	3	5	198	98	100	157	41	22	12	4	4	
757	Ten Broeck Free Academy.	1862	1867	Wm. M. Benson, A. M.	Non-sect	1	6	295			65			(8)		2	2
758	Friendship Academy.	1849	1849	P. Miller, A. M.	Non-sect	1	3	85	40	45	75	6	14	2			
759	Fulley Seminary.	1836	1834	Rev. James Gilmour, A. M.	Non-sect	2	2	65	35	30	40	20	5	7	3	3	
760	St. Mary's (Cathedral) School*.	1877	1877	Miss H. C. Bates	P. E.	4	3	32			22	10	20				
761	St. Paul's (Cathedral) School.	1877	1877	Rev. T. Stafford Drownie, D. D., acting warden.	P. E.	10		112	112		112	40		25	5	4	2

		1840	1839	Rev. Abel Wood, A. M.	Non-sect	1	2	86	45	41	18	9	3	1	0
762	Gilbertsville Academy and College Institute.														
763	Elwood Commercial and Select School.			James N. Whipple.	Non-sect	2	4	104	109	85					
764	Glen's Falls Academy	1841	1841	Daniel C. Farr, A. M.	Non-sect	1	5	200	75	125	125	25	30	10	1
765	Goshen Institute	0	1840	Joel Wilson.	Non-sect	2	3	80	35	45	50	2	0	0	0
766	Gouverneur Wesleyan Seminary*	1826	1826	M. R. Stockell.	Non-sect	5	3	340	180	160	275	67	18	5	4
767	Greenwich Academy	1816	1816	James V. D. Myers	Non-sect	1	1	62				11			
768	Harwick Seminary, N. Y.	1816	1815	Rev. James Pitcher, A. M.	Lutheran	5	1	104	72	52		11			
769	Hartwick Seminary	0	1832	Caradette Wilson, A. M.	Non-sect	1	1	36	30	6	30	6	9	4	0
770	Hempstead Institute*	0	1837	E. Hinds, A. M.	Non-sect	2	3	22	20	2	22	6	0	0	0
771	Academy of Our Lady of Perpetual Help.				R. C.										
772	Hudson Academy.	1807	1807	Rev. William D. Perry	Ref. D. Wch	3	2	85	65	20	57	28	22	8	
773	Hudson Young Ladies Seminary.	0	1848	Misses Elizabeth and S. C. Peake.	Non-sect	1	4	20	0	20	20	2	18		
774	The Misses Skinner's School for Young Ladies.		1867	Sarah R. Skinner.		0	3	46	0	46	20	26	20		
775	Lansingburgh Academy	1796	1797	Charles T. R. Smith, A. M.	Non-sect	2	3	73	38	40	64	14	0	5	3
776	Lawrenceville Academy	1861	1861	C. E. Cunningham, A. B.	Non-sect	2	1	182	97	85	160	18	4	2	0
777	Le Roy Academy	1804	1804	Frank M. Comstock, A. M.	Non-sect	3	4	125	73	52	108	17	10	2	2
778	Liberty Normal Institute.	1847	1847	Alva Seybolt.	Non-sect	3	1	65			55	10			
779	Genesee Wesleyan Seminary.	1832	1830	Rev. G. H. Brigham, A. M., D. D.	M. E.	5	6	207	151	116					
780	Lowville Academy	1808	1808	William R. Adams, A. M.	Non-sect	2	4	265	125	140	200	55	20	10	15
781	Macdon Academy	1842	1841	Charles H. Baynton.	Non-sect	1	2	80	45	35	60	10	5	4	2
782	Franklin Academy*	1832	1832	M. E. McClary, A. B.	Non-sect	1	1	81	31	50	76	25	0	8	3
783	St. John's Military School	1869	1869	Rev. John W. Craig, A. B.	P. E.	5	20	20			6	14	1	10	2
784	Marion Collegiate Institute	1855	1856	D. Van Cuyningham	Non-sect	2	2	142				10		(5)	2
785	Mechanicville Academy	1861	1861	Mrs. S. E. King-Ames, L. L. L.	Non-sect	2	6	179	100	79	150	20	15	10	4
786	Select Family School	1874	1874	Rev. R. G. Williams	Presb.	1	2	31	13	18	31	2	3		
787	Mexico Academy	1826	1826	John H. Butler, A. M.	Non-sect	2	3	134	75	59	184	44	8	18	
788	Millbrook Academy	0	1878	W. L. Swift, A. M.	Friends	3	3	48	25	23	48	4	10	0	0
789	Montgomery Academy*	1817	1818	David L. Rouse	Non-sect	3	0	30	18	12	21	9	0	2	0
790	Monticello Academy	1852	1851	F. G. Snook	Non-sect	3	2	150				1		(1)	
791	Monticello Academy	1852	1851	Edward J. Owen, A. M.	Non-sect	1	2	95				26			
792	Sherman Academy	1873	1873	Martha A. Wright.	Non-sect	1	3	17	8	9	17	3	1		
793	Home School	1878	1878	George Hannay.	Non-sect	1	3	46	20	26	46	15			
794	Nassau Academy*	1855	1855	Misses J. S. Lourie and M. Shiland.	P. E.	2	6	55		55	48	7	4	1	1
795	Gormly Seminary.	1875													
	Miss Mackie's Boarding and Day School for Young Ladies and Children.		1855	Miss E. J. Mackie.		2	6	60		60	00		20		
796	New Paltz Academy	1835	1835	Frederick E. Partington	R. C.	2	3	66	40	26	65	1	35	1	2
797	Academy of the Holy Cross	1858	1858	Sister Mary Helena.		2	12	170	30	140	116		53		
798	Miss Ballow's English and French School for Young Ladies.		1848	Miss A. A. Ballow.		7	11	80		80	80	12	80		

d Reorganized in 1881.

b Enrolment for the winter term.

c From the 93d Regents' Report, 1880.

\* From Report of the Commissioner of Education for 1880.

a At Clinton; removed to Fort Plain in 1879.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Miss Chisholm's School for Girls..	New York, N. Y. (718 Madison avenue).	.....	1880	Miss Eliza Taylor Chisholm.	Non-sect	0	7	56	16	40	56	10	10	1	0	0	0
The Collegiate School.....	New York, N. Y. (2 E. 60th street).	.....	1820	Rev. Henry B. Chapin, jun. D.	Non-sect	8	1	87	87	0	48	39	23	20	2	2	2
Duane S. Everson's Collegiate School for Boys.*	New York, N. Y. (729 6th avenue).	.....	1865	Duane S. Everson, A. M., and W. McD. Halsey.	Non-sect	7	1	125	125	0	.....	.....	65	49	3	7	2
English, Classical, and Mathematical School for Boys.	New York, N. Y. (112 W. 38th street).	.....	.....	James H. Morse, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
The Fifth Avenue School for Boys.	New York, N. Y. (20 W. 63th street).	0	1873	E. A. Gibbens and D. Beach, Jr.	Non-sect	6	0	96	96	0	.....	.....	.....	50	20	5	4
French and English Boarding and Day School.*	New York, N. Y. (22 W. 56th street).	.....	.....	Mlle. Ruel and Miss Annie Brown.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
French Protestant Institution .....	New York, N. Y. (36 E. 35th street).	.....	1871	Miles F. and M. Charbonnier.	Non-sect	4	13	54	54	54	.....	.....	.....	.....	.....	.....	.....
Friends' Seminary .....	New York, N. Y. (corner Rutherford place and E. 16th street).	1861	1860	Benjamin Smith, A. M.	Friends	4	7	154	85	69	140	10	35	5	.....	1	0
Holladay's Private School .....	New York, N. Y. (26 W. 43d street).	.....	1873	Waller Holladay, B. Sc. C. and M. E.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Miss Jaudon's Boarding and Day School.	New York, N. Y. (348 Madison avenue).	.....	1866	Miss Lucy B. Jaudon	Presb.	3	8	61	61	61	.....	.....	.....	.....	.....	.....	.....
Dr. J. Sachs' Collegiate Institute*	New York, N. Y. (121 W. 49th street).	0	1872	Dr. Julius Sachs.....	Non-sect	6	2	81	81	.....	60	21	80	15	6	6	0
Mrs. Leopold Weil's School for Young Ladies.	New York, N. Y. (56 W. 55th street).	.....	1867	Mrs. Leopold Weil .....	.....	5	11	90	15	75	90	.....	90	.....	.....	.....	35
Manhattan Academy .....	New York, N. Y. (213 W. 32d street).	.....	1864	Brother Quintinian .....	B. C.	19	.....	182	182	.....	100	20	60	10	.....	5	.....





TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
841 Starr's Military Institute.....	Port Chester, N. Y.....	.....	1854	O. Winthrop Starr, A. M.....	Non-sect	5	5	38	38	...	35	3	5	3	...	...	...	...	...
842 Classical and Home Institute.....	Poughkeepsie, N. Y.....	.....	.....	Miss Sarah V. H. Butler.....	Reform	2	5	60	60	...	...	...	...	...	...	...	...	...	...
843 Pelham Institute*.....	Poughkeepsie, N. Y.....	0	1864	Stewart Pelham, A. M.....	R. C.	2	2	1	63	57	6	8	0	6	1	0	0	...	...
844 St. Mary's School.....	Poughkeepsie, N. Y.....	.....	1879	Sister Teresa Evarista.....	R. C.	5	5	170	170	170	170	...	...	...	...	...	...	...	...
845 Dr. Warring's Military Boarding School.....	Poughkeepsie, N. Y.....	0	1863	C. B. Warring, Ph. D.....	Presb.	5	2	52	50	2	52	20	5	...	...	0	0	...	...
846 Pulaski Academy.....	Pulaski, N. Y.....	1853	1855	E. M. Wheeler.....	Meth.	1	5	146	72	74	89	72	26	18	20	70	8	...	...
847 Chamberlain Institute and Female College.....	Randolph, N. Y.....	1851	1849	Prof. J. T. Edwards, D. D.....	M. E.	5	4	281	155	126	60	45	35	25	12	6	2	...	...
848 Red Creek Union Seminary.....	Red Creek, N. Y.....	1830	1840	L. W. Baker.....	Non-sect	2	2	90	40	50	80	10	...	3	...	...	...	...	...
849 Rensselaerville Academy.....	Rensselaerville, N. Y.....	1844	1844	Benjamin F. Eaton, A. M.....	Presb.	1	1	66	34	32	66	7	1	6	...	...	...	...	...
850 De Garmo Institute.....	Rhinebeck, N. Y.....	0	1864	James M. De Garmo, A. M., Ph. D.....	Non-sect	4	6	133	65	68	133	56	18	8	1	2	1	...	...
851 Academy of the Sacred Heart.....	Rochester, N. Y. (No. 2 Prince street).....	1858	1855	Mme. A. Fardow, sup't.....	R. C.	...	16	150	...	150	150	...	...	...	...	...	...	...	...
852 Nazareth Academy.....	Rochester, N. Y.....	.....	1871	Mary Stanislaus.....	R. C.	...	11	105	...	105	90	20	35	...	...	...	...	...	...
853 Rochester Female Academy a.....	Rochester, N. Y.....	1836	1836	Mrs. S. J. Nichols.....	Non-sect	...	6	59	...	...	14	...	...	...	...	...	...	...	...
854 Rochester Realschule.....	Rochester, N. Y. (7 and 9 Mortimer street).....	.....	1855	Hermann Pfaeelin.....	Non-sect	2	5	105	55	50	105	...	105	...	4	2	...	...	...
855 St. Peter's Academy.....	Rome, N. Y.....	.....	1865	Mother Ignatius, sup'r.....	R. C.	...	10	150	...	150	170	...	50	...	...	...	...	...	...
856 Eye Seminary*.....	Rye, N. Y.....	.....	1869	Rev. William Life, pres't.....	Presb.	2	7	94	...	94	...	...	...	...	...	...	...	...	...
857 Washington Academy.....	Salem, N. Y.....	1791	1780	John A. McFarland, A. M.....	Presb.	2	2	142	...	...	...	...	...	...	...	...	...	...	...
858 Sangerties Institute.....	Sangerties, N. Y.....	1866	1866	William Wight.....	Non-sect	1	2	56	26	30	50	6	7	...	...	0	0	...	...
859 Saugouit Academy.....	Saugouit, N. Y.....	1847	1843	T. H. Roberts, A. M.....	Non-sect	2	1	475	90	85	110	65	50	12	8	4	2	...	...
860 Holbrook's Military School.....	Sing Sing, N. Y.....	.....	1866	Rev. D. A. Holbrook.....	Presb.	6	1	50	50	...	...	...	...	...	...	3	6	...	...
861 Ossining Institute.....	Sing Sing, N. Y.....	0	1867	Rev. C. D. Rice, A. M.....	Presb.	2	7	99	11	88	85	12	25	0	0	...	...	...	...

862	Vincin	Sing Sing, N. Y.	0	1870	Col. H. C. Symonds.	P. E.	3	30	30	13	4	
863	Sodus Academy*	South, N. Y.	1855	1867	Eliza Curries, M. A.	Non-sect	2	1	450	70	90	20
864	Rousesville Union Seminary	South Dansville, N. Y.	1851	1861	Wm. McHenry	Non-sect	2	1	439	80	20	4
865	Seth's Academy	Southfield, N. Y.	1861	1867	L. Whitaker, A. B.	Presb.	1	3	220	18	40	18
866	Griffith Institute and Springville Union School	Springville, N. Y.	1827	1830	W. A. Robinson.	Non-sect	1	7	450	200	250	75
867	German-American Institute	Stapleton, N. Y. (Staten Island).		1878	Dr. G. Odendall and H. Steuring.	Non-sect	3	1	65	31	34	65
868	Syracuse Classical School	Syracuse, N. Y.	1867	1867	Wesley Curtis Ginn, A. M.	Non-sect	1	4	35	28	7	14
869	Miss Bulfinch's School	Tarrytown, N. Y.	1859	1859	Miss H. L. Balkley	Non-sect	3	2	50	50	12	50
870	Mount Hope Ladies' Seminary	Barrytown, N. Y.	0	1859	Robert C. Plack, A. M.	Non-sect	2	7	7	0	7	7
871	Troy Academy	Troy, N. Y.	1834	1835	T. Newton Willson, A. M.	Non-sect	3	1	82	0	57	25
872	Troy Female Seminary	Troy, N. Y.	1837	1844	Emily T. Wilcox.	Non-sect	1	5	90	90	20	14
873	Unadilla Academy	Unadilla, N. Y.	1852	1860	Emmet Belknap, A. B.	Non-sect	1	4	106	45	61	67
874	Oakwood Seminary	Union Springs, N. Y.	1860	1858	Elijah Cook, Jr.	Friends	2	5	104	55	49	26
875	Walworth Academy	Walworth, N. Y.	1842	1842	J. Carlton Norris	Non-sect	2	2	90	50	40	10
876	Warrensburg Academy	Warrensburg, N. Y.	1850	1856	Clayton L. Morey	Non-sect	2	2	75	40	35	62
877	Warwick Institute A.	Warwick, N. Y.	1854	1854	A. G. McAllister, A. M.	Non-sect	1	1	29	40	35	62
878	Riverside Seminary	Warville, N. Y.	1859	1871	Anson W. Cummings, D. D., LL. D.	Non-sect	2	2	48	30	18	23
879	West Winfield Academy	West Winfield, N. Y.	1851	1851	Leigh R. Hunt, M. A.	Non-sect	3	2	122	62	60	106
880	Alexander Institute	White Plains, N. Y.	0	1845	Oliver R. Willis, A. M., Ph. D.	Non-sect	5	0	28	28	18	10
881	Whitestown Seminary	Whitestown, N. Y.	1845	1847	M. Earl Dunham, D. D., Ph. D.	Non-sect	4	3	225	150	75	50
882	Middlebury Academy	Wilmington, N. Y.	1816	1819	Thomas S. Cushing, trustee	Non-sect	1	2	98	40	58	85
883	Yates Academy	Yates, N. Y.	1841	1841	Lloyd Cressett.	Non-sect	1	1	78	52	26	78
884	School for Young Ladies and Children.	Yonkers, N. Y.	1876	1876	Mrs. K. T. Holbrook	Non-sect	1	5	53	8	45	
885	Albemarle Academy	Albemarle, N. C.	1875	1875	H. W. Spinks, A. M.	Non-sect	2	2	108	58	50	82
886	Belvidere Academy*	Belvidere, N. C.	1840	1840	George Wilson White	Friends	1	1	53	34	19	48
887	Brevard Classical School	Brevard, N. C.			Prof. S. G. Sterling	Non-sect	1	2	60	30	35	64
888	Cary High School	Cary, N. C.	1880	1880	Rev. Solomon Pool, D. D.	Method.	2	1	70	30	40	50
889	Hughes' Academy	Cedar Grove, N. C.	1846	1846	Sammuel W. Hughes	Presb.	1	1	57	53	4	20
890	Charlotte Female Institute	Charlotte, N. C.	0	1857	Rev. William R. Atkinson	Presb.	2	8	173	173	173	30
891	Concord Male High School	Concord, N. C.		1881	Robert S. Arrowood	Non-sect	1	6	181	181	181	6
892	Scotia Seminary*	Scotia, N. C.	1870	1870	Rev. Luke Dorland, A. M.	Presb.	1	1	64	24	20	25
893	Bethel Academy*	Davidson College, N. C.	1876	1876	Rev. L. K. Glasgow, A. M.	Presb.	1	1	112	63	49	112
894	Denver Seminary	Denver, N. C.	1874	1873	D. Moffit Thompson, A. M.	Non-sect	1	1	83	27	6	25
895	East Bend Academy*	East Bend, N. C.	1856	1856	J. M. Matthews	Non-sect	1	33	35	8	40	3
896	Union High School	East Bend, N. C.	1881	1881	S. L. W. Hittington	Non-sect	2	2	97	60	37	80
897	Elizabeth City Academy	Elizabeth City, N. C.	1878	1878	S. L. W. Hittington	Non-sect	1	2	37	60	37	80
898	Freemont Institute	Freemont, N. C.	1868	1868	Gray C. Garriss	Non-sect	2	5	32	32	32	5
899	St. Mary's College	Garibaldi, N. C.	1873	1873	Rev. F. Alban, O. S. B.	R. C.	5	32	32	32	3	2
900	Wooland Academy	Goldston, N. C.	1878	1878	Cyrus P. Frazier, A. M.	Friends	1	2	75	44	31	
901	Bennett Seminary	Greensboro, N. C.	1878	1878	Rev. Wilbur F. Steele, B. D.	M. E.	1	3	148	(148)	8	3
902	Hayesville Academy	Hayesville, N. C.	1871	1871	N. A. Fessenden	Non-sect	2	1	122	86	36	109
903	Hopewell Academy	Hopewell (Charlotte P. O.), N. C.	1879	1879	Hugh A. Grey	Presb.	2	1	100	70	30	50
904	Somersville Institute	Leasburg, N. C.	1840	1840	Rev. Solomon Lea, A. M.	M. E. So.	1	2	26	14	12	26
905	Brown Seminary	Lenoir, N. C.	1880	1880	H. P. Kerron, A. B.	M. E.	1	1	109	61	48	108
906	Mebane School	Mebaneville, N. C.	1864	1793	Maj. Robert Bingham, A. M.	Non-sect	6	258	258	158	175	20

<sup>a</sup> From 93d Regents' Report, 1880. <sup>b</sup> As Oneida Seminary; rechartered as Whitestown Seminary in 1845.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since last academic year.	Entered scientific school since last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since last academic year.	Entered scientific school since last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
907 Monroe High School.....	Monroe, N. C.	1875	1875	W. J. Seroggs, A. M.	Non-sect	1	2	83	46	37	70	11	6	8	5	9	1		
908 Moravian Falls Academy.....	Moravian Falls, N. C.				Non-sect	1	1	75			30	7	1						
909 Mt. Airy Academy.....	Mt. Airy, N. C.	0	1858	E. C. Foy	Lutheran	1	2	53	53	33	38	15							
910 Mt. Pleasant Female Seminary*	Mt. Pleasant, N. C.	1870	1858	Lewis H. Rothrock	Ref. Ger.	3	2	85	52	33	33	10		1	2	2			
911 New Garden Boarding School.....	New Garden, N. C.	1833	1837	Rev. J. C. Clapp, A. M., and Rev. J. A. Foll.	Non-sect	2	3	133	75	60	135	20	10						
912 Catawba High School.....	Newton, N. C.	1853	1851	Rev. J. A. Foll.	Non-sect	4		81	81		24	57	20			15	0		
913 Horner School.....	Oxford, N. C.	0	1850	J. H. and J. C. Horner	Non-sect	1	2	32	6	26	32	5	2	4					
914 Oxford Home School.....	Oxford, N. C.		1879	Mrs. J. W. Hays	M. E.	2	1	105	69	36	86	19		3		2			
915 Yadkin Mineral Springs Institute.....	Palmersville (Kirk's Mills), N. C.	0	1875	O. C. Hamilton	Non-sect	2													
916 Carolina Academy.....	Pineville, N. C.			L. Sharley	Non-sect	2		66	36	30	56	10	0	9	1	0	0		
917 Fittsboro' Scientific Academy.....	Fittsboro', N. C.		1874	James S. Manning	Non-sect	1	1	50	34	16				6	4				
918 Princeton School*.....	Princeton, N. C.		1880	J. Wilson Lucas, A. B.	F. W. Bap	1													
919 Raleigh Male Academy.....	Raleigh, N. C.		1878	John J. Fray and Hugh Morson.	Non-sect	3	0	116	116	0	116	51	12	40	6	6			
920 Reynolds Male Institute.....	Reynolds, N. C.		1855	T. E. Warr	Baptist.	1		41	41					10		2			
921 Salem Female Academy.....	Salem, N. C.	1866	1804	Rev. J. T. Zorn	Moravian	3	12	130		130	130	10	30						
922 Misses Walfare's Private School.....	Salem, N. C.	1870	1870	Theo. A. Walfare	Non-sect	3	70	30	40	70	6			6	1	8	0		
923 Vine Hill Academy*.....	Scotland Neck, N. C.	1807	1807	W. H. Ra'sdale	Non-sect	1	2	65	32	34	25	4		6	1	5	1	4	
924 Sylvan Academy*.....	Snow Camp, N. C.		1866	W. V. Marshburn, A. B.	Friends.	1	1	65	35	30	50	15	0	20	5	0	0		
925 Summerfield High School.....	Summerfield, N. C.	0	1872	F. S. Blair	Friends.	1	2	30	14	16	30	5	0	4	0	0			
926 Trap Hill Institute*.....	Trap Hill, N. C.	1877	1877	C. W. White, A. M.	Meth.	1	1	125	88	37	125	43	18	22	27	10			
927 Warrenton Female Institute.....	Warrenton, N. C.		1841	Mrs. M. J. Wilcox	Non-sect	3	10	10											
928 Whiteville High School.....	Whiteville, N. C.		1880	H. A. McEachern	Non-sect	2	1	85	50	35	65	15	6	12					
929 Cape Fear Academy.....	Wilmington, N. C.			Washington Callett	Non-sect	2	1	49	49		49	15	10						



930	Rev. Daniel Morrelle's English and Classical School.	Wilmington, N. C.	0	1859	Rev. Daniel Morrelle.	P. E.	1	10	10	6	4	3	2	1	1
931	Wilson Collegiate Institute*.	Wilson, N. C.	1872	1872	Sylvester Hassel, A. M.	Non-sect	3	2	124	79	45	97	20	7	4
932	Winston Male Academy.	Winston, N. C.	1860	1860	J. A. Monroe, A. M.	Non-sect	3	0	60	0	40	20	6	15	6
933	The Grange High School.	Woodland, N. C.	1878	1878	Julien Henri Prot, A. M., LL. D.	Non-sect	1	1	70	50	20	40	10	10	10
934	Xadkin College.	Xadkin, N. C.	1868	1866	Rev. S. Simpson, A. M., pres- dent.	Meth. P.	3	1	80	50	30	40	15		
935	Albany Enterprise Academy.	Albany, Ohio (P. O. Lee)	1863	1863	T. J. Ferguson	Non-sect	2	1	61	28	33	61	0	4	6
936	Grand River Institute*.	Austintown, Ohio.	1852	1851	J. Truckerman, A. M., P. H. D.	Non-sect	3	2	291	164	127	185	106	10	25
937	Beverly College*.	Beverly, Ohio.	1842	1842	R. J. Smith.	Non-sect	2	1	45	28	17	35	10	0	5
938	Academy of Central College.	Central College, Ohio.	1842	1842	G. E. George Fraser, D. D.	Presb.	2	2	40	29	16	35	10	0	7
939	Geauga Seminary.	Chester Cross Roads (Ge- auga County), Ohio.	1842	1840	G. L. Easign, M. A.		1	2	75	38	32	40	6		11
940	Academy of the Sisters of Notre Dame.	Cincinnati, Ohio (East 6th street).	1843	1841	Sister Louise, S. N. D.	R. C.		16	170		170				
941	Day School.	Cincinnati, Ohio (166 West 7th street).		1881	Miss Storor and Miss Lupton		1	9							
942	Mt. St. Vincent's Academy.	Cincinnati, Ohio (Cedar Grove).		1857	Mother Regina Mattingly	R. C.									
943	St. Francis' Gymnasium.	Cincinnati, Ohio.	0	1858	Rev. Joseph M. Roehl.	R. C.	8		46	46			(46)	16	4
944	Clermont Academy*.	Clermontville, Ohio.	1839	1839	James K. Parker.	Baptist.	1	3	48	27	21				
945	Cleveland Academy.	Cleveland, Ohio.	1865	1866	Isaac Bridgman, A. M.	Non-sect	1	3	55	35	20	12	43	7	2
946	St. Joseph's Academy.	Columbus, Ohio.		1875	Sister Josephine Ignatius, S. N. D.	R. C.		13	115	35	80		14		
947	St. Mary's Institute.	Dayton, Ohio.		1850	Rev. George Meyer.	R. C.	14		124	124		124			15
948	Ewington Academy.	Ewington, Ohio.	1857	1857	I. N. McCash.	Non-sect	1								
949	Fostoria Academy.	Fostoria, Ohio.	1879	1879	Rev. William T. Jackson, P. H. D.	U. B.	6	1	192	117	75	138	48	6	48
950	Gallia Academy.	Gallipolis, Ohio.	1811	1810	A. Baird, jr.	Non-sect	1	1	150	87	63				
951	Harcourt Place Academy.	Gambier, Ohio.		1851	John D. H. McKinley, A. M.	P. E.	4	4	42	42		3	39	13	10
952	Goshen Seminary.	Goshen, Ohio.	1861	1861	C. M. Riggs	Non-sect	1	1	66	36	30	40	20	6	5
953	Harlem Springs College.	Harlem Springs, Ohio.	1867	1857	John R. Steeves, A. M.	Non-sect	1	2	75	40	35	54	10	2	
954	Hartford Academic Institute.	Hartford, Ohio.	1872	1871	John H. J. Rice.	Non-sect	1	1	37	19	18	37			
955	Vermillion Institute*.	Hayesville, Ohio.	1845		Rev. Sanders Dieffendorf, D. D.	Presb.	a8		110	110		30	18		
956	Atwood Institute.	Lee, Ohio.		1856	Lyman C. Chase, A. M.	F. W. B.	3	2	60	40	20			4	6
957	Lexington Male and Female Semi- nary.	Lexington, Ohio.	0	1851	Rev. J. K. Martin, A. M.	U. P.	1		31	17	14	21	10	1	6
958	Madison Seminary*.	Madison, Ohio.		1846	E. B. Olmsted		1	2	52	27	25	42	10	5	2
959	Boarding School of the Visitation.	Minster, Ohio.		1853	Sister Christina, directress.	R. C.		4	56		56	50	12		
960	New Hagerstown Academy.	New Hagerstown, Ohio.	1837	1837	J. Howard Brown	Presb.	1	1	40	25	15				
961	Ursuline College*.	Nottingham, Ohio.			Mother St. Mary.	R. C.			53		53				
962	Poland Union Seminary.	Poland, Ohio.	1861	1861	William H. Tibbals, M. A.	Presb.	1	2	75	40	35	71	6	8	1
963	Ursuline Academy for Young La- dies.	St. Martin's, Ohio.	1847	1845	Sister M. Ursula, superior.	R. C.		20	55		55	55	6	35	
964	Savannah Academy*.	Savannah, Ohio.	1859	1856	T. A. Sawhill	Non-sect	1	1							
965	Starr's Institute.	Seven Mile, Ohio.		1861	B. Starr, A. M.	M. E.	1	0	10	10	0	7	3	0	1
966	Smithville High School.	Smithville, Ohio.		1865	J. B. Eberly, M. A.	Non-sect	3	1	173	115	58				19
967	Northern Ohio Collegiate Insti- tute.	South New Lyme, Ohio.		1879	Rev. D. J. H. Ward, A. M., president.	Non-sect	4	2	170	94	76				20
968	Springfield Seminary.	Springfield, Ohio.	1874	1873	Mrs. Ruth A. Worthington..	Non-sect		5	56	4	52	11	11	37	1

a Sex not reported.

\* From Report of the Commissioner of Education for 1880.



990	Academy of the Sacred Heart.	Salem, Oreg.	1866	1863	Sister M. Assumption.	R. C.	11	150	125	14				
991	Sheridan Academy.	Sheridan, Oreg.	1874	1875	Rev. J. H. Skidmore.	Meth.	2	85	35	50	5	4	1	2
992	Wasco Independent Academy.	Tho Dalles, Oreg.	1860	1861	Thomas M. Gatch, Ph. D.		2	3	180	77	103	140	40	37
993	Umpqua Academy.	Wilbur, Oreg.	1857	1858	Henry L. Benson, A. M.	M. E.	3	2	92	42	50	67	25	8
994	School for Girls.	Allegheny, Pa.	1872	1873	Miss Mary Matland.	Non-sect.	3	13	2	11	13	9	0	
995	St. Xavier's Academy*.	Beatty, Pa.	1845	1845	Sister M. Liguori McCaffrey, directress.	R. C.	17	90						
996	Beaver College and Musical Institute.	Beaver, Pa.	1853	1856	Rev. R. T. Taylor.	M. E.	3	6	116	0	116	51	38	27
997	Bellefonte Academy.	Bellefonte, Pa.	1806	1807	Rev. James P. Hughes.	Non-sect.	2	2	70	30	40	50	20	0
998	Bishopthorpe School.	Bethlehem, Pa.	1871	1868	Miss F. I. Walsh.	P. E.	5							
999	Mountain Seminary.	Birmingham, Pa.	1853	1854	L. G. Grier.	Presb.	2	6	100	30	70	100	30	10
1000	Bristol Seminary.	Bristol, Pa.	1875	1875	Miss Amelia Merriam.	Non-sect.	1	6	38	38	70	10	1	
1001	Witherspoon Institute.	Butler, Pa.	1849	1851	P. S. Bancroft, A. M.	Non-sect.	2	150	71	79	150	50	60	
1002	Penn's Valley Institute.	Center Hall, Pa.	1877	1877	W. P. Hosterman, A. B.	Non-sect.	1	31	13	18	31	5	2	1
1003	Chester Academy.	Chester, Pa.	1862	1862	George Gilbert.	Friends	1	5	79	45	34	76	3	11
1004	Maplewood Institute.	Concordville, Pa.	1870	1862	Joseph Shortidge, A. M.	Non-sect.	10	4	35	35				
1005	Chester Valley Academy.	Concordville, Pa.	1870	1870	F. Donlevy Long, A. M.	Non-sect.	2	3	160	85	100	55	40	3
1006	Doylstown Seminary.	Doylstown, Pa.	1876	1868	A. C. Winters, A. M.	Non-sect.	3	4	100	85	100	55	40	3
1007	Trach's Academy and Commercial School.*	Easton, Pa.	1872	1872	R. H. Trach.	Non-sect.	3	2	131	93	38	115	10	6
1008	Eldersridge Academy for Males and Females.	Eldersridge, Pa.	1876	1847	Rev. Alexander Donaldson, D. D.	Presb.	3	0	68	58	10	45	28	1
1009	Eric Academy.	Eric, Pa.	1817	1823	Alaric Stone, A. M.	Non-sect.	1	3	91	54	37	71	20	27
1010	St. Benedict's Academy.	Erie, Pa.	1868	1854	M. Gregoria, O. S. B.	R. C.	9	76	76	27		49		
1011	Keystone Academy.	Factoryville, Pa.	1868	1869	Rev. John H. Harris, A. M.	Baptist.	7	2	154	87	67			
1012	Friends' School.	Germantown, Pa. (Green and School streets).	1861	1861	Sallie J. Ackley.	Friends.		2	45	23	22	45		22
1013	Germantown Day College*.	Germantown, Pa.				R. C.		21	21					
1014	Glade Academy.	Glade, Pa.	0	1881	Rev. W. W. Dearick.	Ref'm'd.	3	1	74	48	26	58	16	4
1015	Greensburg Seminary for Young Ladies and Young Men.	Greensburg, Pa.	0	1875	Rev. Lucian Cort, A. M.	Ref'm'd.	3	4	99	48	51	50	48	12
1016	Holidaysburg Young Ladies' Seminary.	Holidaysburg, Pa.	1866	1869	Joseph Vaughn and Robert S. Hitchcock.	Presb.	3	6	70		70	50	6	6
1017	Eclectic Institute.	Jersey Shore, Pa.	1852	1852	A. H. Lackey.	Presb.	4	2	55				8	2
1018	Martin Academy.	Kennett Square, Pa.	1873	1873	Lewis W. Brosius.	Friends.	1	1	56	26	28	56		1
1019	Pickering Institute.	Kimberton, Pa.	0	1880	Rev. J. R. Dinn, A. M.	Lutheran.	2	2	30	24	6	28	2	2
1020	St. Aloysius Academy*.	Loretto, Pa.		1850	Mother M. de Sales Ihmsen, superior.	R. C.	10	40	40					
1021	Swithin C. Shortidge's Media Academy for Boys.	Media, Pa.	1866	1866	Swithin C. Shortidge, A. M.	Non-sect.	12		100	100		(100)	10	15
1022	Hazzard's Academy*.	Monongahela City, Pa.	1866	1866	Thomas L. Hazzard, A. M., D. D.	Non-sect.	1	2	55	34	21	55	29	12
1023	Western Pennsylvania Classical and Scientific Institute.	Mt Pleasant, Pa.	1873	1873	Rev. Leroy Stephens, A. M., president.	Baptist.	3	5	147	72	75	129	22	6
1024	Leid Institute*.	Murrysville, Pa.	0	1862	Rev. George M. Spargrove.	Non-sect.	2		50	30	20	38	12	
1025	Nazareth Hall.	Nazareth, Pa.	1863	1785	Rev. Eugene Leibert.	Non-sect.	11		74	74	6	30	6	
1026	Union Seminary.	New Berlin, Pa.	1880	1855	Rev. Aaron E. Gobble, A. B.	Ev. Ass.	3	2	84	66	18	68	16	1
1027	McElwan Institute.	New Lebanon, Pa.	0	1880	Erving L. Richardson, A. M.	Non-sect.	4	1	144	62	82	60	20	0
1028	Oakland Female Institute.	Norristown, Pa.	1845	1847	W. P. Runsey, A. M.	Presb.	3	4	30		30	30		8

b Reorganized in 1879.

a Including normal students reported in Table III.

\* From Report of the Commissioner of Education for 1880.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1029 Treemount Seminary .....	Norristown, Pa. ....	.....	1844	John W. Loch, A. M., Ph. D. . .	Non-sect.	5	1	48	46	2	38	10	5	6	3	3	2		
1030 St. Mary's College .....	North East, Pa. ....	.....	1881	Caroline D. Michener .....	Non-sect.														
1031 Parkesburg Classical Institute ..	Parkesburg, Pa. ....	.....	1857	Rev. James W. Robins, D. D.,	P. E.	12	2	25	15	10	23	2	0						
1032 Academy of the Protestant Episcopal Church.	Philadelphia, Pa. (cor. Locust and Juniper streets).	1787	1785	head master.				0	170	0									
1033 Agnes Irwin's School .....	Philadelphia, Pa. (1834 Spruce street).	.....	1866	Agnes Irwin .....		3	9	50		50		43	50			1			
1034 Aldine Institute .....	Philadelphia, Pa. ....	.....	1869	Misses A. C. Webb and L. T. Scott.		2	9	40		40	20	40							
1035 Miss Anable's School for Young Ladies.	Philadelphia, Pa. (1350 Pine street).	.....	1850	Misses L. and H. I. Anable ..	Non-sect.	2	9												
1036 Broad Street Academy .....	Philadelphia, Pa. (337 S. Broad street).	.....	1872	Edward Roth, A. M. ....	R. C.	7	3	70	70		70								
1037 Friends' Girard Avenue School* ..	Philadelphia, Pa. (Girard Avenue and 17th street).	0	1872	Lizzie Pratt .....	Friends.	0	5	113	50	63	113	0	0	0	0	0	0	0	0
1038 Friends' Select School for Boys* ..	Philadelphia, Pa., (820 Cherry street).	.....	1833	John H. Dillingham .....	Friends.	2	1	36	36		25	11		1	3		1		
1039 Girard College for Orphans* .....	Philadelphia, Pa. ....	.....	1848	Wm. H. Allen, A. M., M. D. . .	Non-sect.	6	25	870	870	0	870	0	180	0	0	0	0	0	0
1040 Langton Select Academy* .....	Philadelphia, Pa. (1613 Chestnut street).	.....	1859	T. E. Langton .....		4													
1041 Landersbach Academy .....	Philadelphia, Pa. (108 S. 10 street).	.....																	
1042 Mt. St. Joseph Academy .....	Philadelphia, Pa. (Chestnut Hill).	1858	1858	Sisters of St. Joseph. ....	R. C.		12	71	12	59	71								



1043	Philadelphia Seminary.....	Philadelphia, Pa. (1325 N. Broad street).	1871	Rebecca E. Judkins.....	3	11	113	113	31	100	4	1
1044	Rittenhouse Academy.....	Philadelphia, Pa. (n. e. cor. 13th & Chestnut sts.)	0	De Benneville K. Ludwig, A. M.	5	50	50	0				
1045	Schleigh Academy*.....	Philadelphia, Pa. (18th st. and Grand avenue)	1877	Miss F. M. Schleigh.....	Non-sect							
1046	School for Young Ladies.....	Philadelphia, Pa. (4117 Walnut street).	1867	Annie and Sarah Cooper.....	Friends.	1	7	47	47	9	47	
1047	Supplee Institute for Young Ladies.*	Philadelphia, Pa. (1713 Spruce street).	1855	Rev. Enoch H. Supplee, A. M.	P. E.	3	4	40	40	30	35	
1048	Ury House School.....	Philadelphia, Pa. (Fox Chase P. O.)	1863	Mrs. Jane Crawford.....	P. E.	4	1	41	0	(41)		
1049	West Chestnut Street Institute.....	Philadelphia, Pa. (4035 Chestnut street).	1873	Mrs. Julia A. Bogardus.....	Non-sect	2	7	50	50			
1050	West Chestnut Street Seminary*.	Philadelphia, Pa. (1707 Chestnut street).	1878	Miss M. E. Cochran.....	Meth.	2	7	53	53	40		
1051	West Green Street Seminary.....	Philadelphia, Pa. (1602 Green street).		Miss M. Laird.....								
1052	West Walnut Street Seminary for Young Ladies.	Philadelphia, Pa. (2045 Walnut street).	1867	Mrs. Henrietta Kutz.....	Presb.	9	5	40	40	28	39	
1053	William Penn Charter School....	Philadelphia, Pa. (No. 8 South Twelfth street).	1711	Richard M. Jones, M. A.	Friends.	2	5	124	124	(124)	15	8
1054	Young Ladies' Academy and Select School for Children.	Philadelphia, Pa. (1313 Poplar street).	1851	Miss Mary Ann Fisher.....	P. E.	2	51	21	30	51		2
1055	The Bishop Bowman Institute*.	Pittsburgh, Pa.	1866	Rev. Robert J. Coster, A. M.	P. E.	3	4	92	92	22	42	28
1056	St. Mary's Academy*.....	Pittsburgh, Pa.	1866	Mother M. Stanislaus, directress.	R. C.	6	120	120				
1057	St. Ursula's Academy.....	Pittsburgh, Pa.	1871	Sister Marie Alphouse, superior.	R. C.	12	60	60				
1058	Cottage Seminary for Young Ladies.	Pottstown, Pa.	1850	George G. Butler, A. M.	Non-sect	2	5	30	0	30	5	15
1059	Reid Institute.....	Reidsburg, Pa.	1862	C. A. Gilbert, A. M.	Baptist.	1	2	73	34	39	60	7
1060	Kidley Park Seminary*.....	Pidley Park, Pa.	1859	Rev. John Wilson, A. M., Ph.D.	Non-sect	3	1	33	15	18		2
1061	Clarion Collegiate Institute.....	Kimetsburg, Pa.	1859	Rev. J. J. Pennepacker, A. M.	Ref. m. d.	3	10	325	325	325	10	
1062	St. Cecelia's Academy.....	Scranton, Pa.	1872	Mother M. Francis.....	R. C.	4	62	50	12	20	42	16
1063	Classical Department of Missionary Institute.	Scrimsgrove, Pa.	1859	Rev. John B. Focht, A. M.	Lutheran	4	5	118	49	69	46	14
1064	Sewickley Academy*.....	Sewickley, Pa.	0	John Way, jr., superintendent.		4	5	118	49	69	46	14
1065	Academy of the Holy Child Jesus	Sharon Hill, Pa.	1866	Mother M. Walburga.....	R. C.	7	40	40	40	3	40	
1066	Cheltenham Academy.....	Shoemakerstown, Pa.	0	Rev. Samuel Clements, A. M., D. D.	P. E.	6	0	63	63	0	63	25
1067	George's Creek Academy.....	Smithfield, Pa.	1856	J. M. Hantz, M. A.	Non-sect	2	1	95	55	40	90	5
1068	Stewartstown English and Classical Institute.	Stewartstown, Pa.	1855	Charles T. Wright.....	Non-sect	1	1	75	42	33	75	3
1069	Toughkenamon Boarding School.	Toughkenamon, Pa.	1867	Hanna M. Cope.....	Friends.		5	60	20	40		
1070	Susquehanna Collegiate Institute	Towanda, Pa.	1854	Edwin E. Quinlan, A. M.	Presb.	3	4	219	116	103	152	12
1071	Washington Hall Collegiate Institute.	Trappe, Pa.	1830	Abel Rambo, A. M., Ph. D.		2	2	46	27	19	46	7
1072	Unionville Academy.....	Unionville, Pa.	0	A. A. Meador.....	Non-sect	22	13	9	21	12	3	0
1073	Trinity Hall.....	Washington, Pa.	1879	Rev. Samuel Earp, Ph. D.	P. E.	1	5	2	64	64		0

\* From Report of the Commissioner of Education for 1880.

\* From Report of the Commissioner of Education for 1880.

\* From Report of the Commissioner of Education for 1880.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1074	Darlington Seminary for Young Ladies.	West Chester, Pa. ....	.....	Richard Darlington, jr. ....	Friends.	2	5	60	0	60	60	20	10	2	....	2	....		
1075	Home School for Girls* .....	West Philadelphia, Pa. (3511 Hamilton street).	.....	Mrs. Annie M. Sutton. ....	.....	3	5	50	....	50	50	10	50	....	....	....	....		
1076	Lucretia M. B. Mitchell's School for Girls.	West Philadelphia, Pa. (315 North Thirty-fifth street).	.....	Mrs. Lucretia M. B. Mitchell	Friends.	1	6	36	6	30	....	20	30	....	....	....	....		
1077	Young Ladies' Seminary .....	West Philadelphia, Pa. (204 North Thirty-fifth st.)	.....	Miss Edna Spalding. ....	P. E.	....	3	18	....	18	18	16	18	....	....	....	....		
1078	Westtown Boarding School .....	Westtown, Pa. (Street Road Station).	.....	Jonathan G. Williams, superintendent.	Friends.	7	7	175	100	75	....	....	....	....	....	....	....		
1079	Williamsport Dickinson Seminary	Williamsport, Pa. ....	1848	Rev. Edward J. Gray, A. M., president.	M. E.	7	5	210	116	94	....	....	....	9	1	2	....		
1080	School of St. John the Evangelist	Barrington Centre, R. I. ....	.....	Rev. William M. Chapin. ....	P. E.	1	1	27	9	18	27	5	....	....	....	....	....		
1081	Family and Day School for Girls	Newport, R. I. ....	1874	Mrs. Helena L. Gilliat. ....	P. E.	....	4	30	26	30	12	30	....	....	....	....	....		
1082	Island High School .....	New Shoreham (Block Island), R. I. ....	.....	Charles E. Perry. ....	Non-sect.	1	....	30	16	14	30	6	....	1	....	....	....		
1083	Female Academy of the Sacred Heart.	Providence, R. I. ....	1873	Ellen White ..	R. C.	....	15	45	....	45	45	7	45	....	....	....	....		
1084	Friends' New England Boarding School.	Providence, R. I. ....	1823	Augustine Jones, A. M. ....	Friends.	11	7	198	105	93	151	73	47	15	0	4	0		
1085	St. Mary's Young Ladies' Seminary.	Providence, R. I. (Bay-view, box 806).	1875	Sister Mary Leo. ....	R. C.	....	7	40	....	40	40	12	35	....	....	....	....		
1086	Polytechnic and Industrial Institute.	Bluffton, S. C. ....	1880	Rev. J. Douglas Robertson. ....	Presb.	5	2	265	141	124	....	3	....	3	....	1	....		
1087	Wallingford Academy. ....	Charleston, S. C. ....	1868	Rev. Thomas A. Grove. ....	Presb.	2	5	548	253	295	535	13	....	13	8	1	2		



TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Martin Male and Female Academy.*	Martin, Tenn	1875	1874	W. E. Bowden	Non-sect	....	2	95	45	50	85	10	15	5	3	....	....
West Tennessee Seminary	Mason, Tenn.	0	1877	Rev. Charles E. Alexander.	M. E.	1	1	75	41	34	74	....	....	....	....	....	....
Miss Higbee's School.	Memphis, Tenn	1879	1879	Miss Jenny M. Higbee	Non-sect	1	7	146	6	140	116	15	15	0	1	0	0
Memphis Institute	Memphis, Tenn	1873	1879	Lyon G. Tyler, M. A.	Non-sect	1	2	75	75	0	55	20	0	5	0	1	0
St. Mary's School	Memphis, Tenn. (352 Poplar street).	1873	1873	Sisters of St. Mary	P. E.	2	7	50	0	50	50	30	30	....	....	....	....
Fairmount*.	Mont Eagle, Tenn	1872	1873	Mrs. H. B. Kells	P. E.	4	6	45	....	45	45	7	45	7	....	....	....
Morristown Female High School.	Morristown, Tenn	1867	1867	Rev. T. P. Summers, A. M.	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
Mt. Pleasant Male and Female Academy.	Mount Pleasant, Tenn	1867	1867	S. A. R. Swann	Non-sect	1	3	61	25	36	50	10	2	0	0	0	0
Montgomery Bell Academy	Nashville, Tenn	1867	1867	J. W. Yeatman, M. A.	Non-sect	4	1	93	93	0	28	30	....	5	....	3	....
Alpine Academy	Nettle Carrier, Tenn.	1880	1880	William P. Smith	Non-sect	3	3	94	....	94	48	20	....	12	....	....	....
Union Seminary*.	Newbern, Tenn	1838	1838	H. A. Dean	Non-sect	1	4	140	65	75	120	20	....	6	5	....	....
Holston Seminary	New Market, Tenn	1868	1868	S. P. Fowler, A. M.	M. E.	2	2	119	62	57	98	22	....	20	10	....	2
Oak Hill Institute	Norris Creek, Tenn	1868	1868	P. Himebaugh	Non-sect	1	2	88	48	40	88	6	3	2	4	0	0
Ooltewah Academy	Ooltewah, Tenn	1867	1869	W. S. Johnson	Non-sect	1	1	140	65	75	140	....	....	....	....	....	....
Bledsoe Institute	Orme's Store, Tenn	0	1873	A. C. Muncie	M. E. So	1	1	55	30	25	45	....	....	10	....	5	....
Paris Male High School	Paris, Tenn	0	1840	T. H. M. Hunter	Non-sect	1	1	40	40	....	40	8	0	0	0	3	0
The Mrs. S. H. Welch High School	Paris, Tenn	1877	1869	J. S. H. Welch	Non-sect	1	1	100	52	48	100	7	....	....	....	....	....
Parrottsville College	Parrottsville, Tenn	1872	1877	J. W. Lucas, M. A.	Non-sect	2	2	160	90	70	147	13	....	13	....	3	....
People's College	Pikeville, Tenn	1872	1872	Rev. William B. Stradley, A. M.	M. E. So	2	2	102	53	49	92	20	8	....	....	....	....
Arlington Academy*.	Powder Spring Gap, Tenn	1879	1879	George Patton	Non-sect	1	0	50	30	20	50	10	0	0	0	4	0
Giles College.	Pulaski, Tenn	0	1854	W. T. Mann and W. C. Guthrie.	Non-sect	3	....	63	63	....	63	25	0	....	....	0	0



1153	Clear Spring Academy*	Rheatown, Tenn.	1849	J. E. L. Seneker.	3	71	46	25	0	2	7
1154	Greeneville District Seminary	Rheatown, Tenn.	1880	Rev. J. C. Wright, A. M.	2	147	83	64	122	45	52
1155	Ripley Academy.	Ripley, Tenn.	1850	Prof. I. D. Cameron.	1	50	23	33	43	5	
1156	Sequachee College.	Roberson's Cross Roads, Tenn.	1858	Prof. W. E. Stephens, presi- dent.	5	140	94	51			
1157	Madison Academy*	Rutledge, Tenn.	1840	H. M. Davidson	2	125	75	55	25	25	10
1158	Hardin College	Savannah, Tenn.	1879	J. P. Walker	2	130	70	60	125	3	5
1159	Fulton Academy*	Smithville, Tenn.	1879	P. A. Pearson	1	65	35	30	60	5	15
1160	Norton Seminary	Sparta, Tenn.	1853	John H. Denton.	1	1	63	32	31	5	
1161	Tazewell College.	Tazewell, Tenn.	1840	B. G. Manard, A. B.	4	2	202	130	72	180	22
1162	Pleasant Grove Seminary	Tyner, Tenn.	1874	W. J. Hixson	2	0					
1163	Washington College, Tenn.	Washington College, Tenn.	1880	Rev. J. E. Alexander	2	2	65	30	55	10	0
1164	Washington Academy	Watanga, Tenn.	1875	L. N. Shum	2	3	170				5
1165	Powell's Valley Seminary	Well Spring, Tenn.	1890	W. A. Wright, A. B.	3	4	142	142			
1166	University of West Tennessee.	White Haven, Tenn.	1874	Horatio N. Rankin, president	3	4	120	120	102	18	85
1167	Texas German and English Acad- emy.	Austin, Tex.	1877	Jacob Bickler, A. M.	6	120	120				2
1168	West Texas Conference Semi- nary *	Austin, Tex.			a3	101					
1169	Calvert Academy	Calvert, Tex.	1875	S. B. McFunkin	2	2	117	56	61	117	12
1170	Coriscana Female College*	Coriscana, Tex.	1879	A. J. Robert, A. M., LL. B.	4	3	83		83		
1171	Davilla Masonic Institute	Davilla, Tex.	0	Milton Ragsdale	2	1	100	60	40	80	5
1172	Live Oak Seminary	Gay Hill, Tex.	0	Rev. J. W. Miller, D. D.	1	1	33	15	18	33	0
1173	Gonzales Male and Female School*	Gonzales, Tex.	0	P. H. Hensley	1	1	55	25	30	55	4
1174	Sabine Valley University	Hemphill, Tex.	1879	T. G. Arnold	1	1	55	25	30	30	25
1175	Homer Male and Female High School	Homer, Tex.	1880	C. D. Sneed	1	2	110	60	50	105	5
1176	Walcott Institute	Honey Grove, Tex.	0	J. S. Kendall	2	2	113	63	50	113	12
1177	Lancaster Masonic Institute*	Lancaster, Tex.	1876	W. E. Clark and C. M. Lyon,	2		60	20	40	58	2
1178	Ursuline Academy*	Laredo, Tex.		Madame de St. Claude, su- perior.			101			101	
1179	East Texas Academic Institute	Leesburg, Tex.	0	Map. John M. Richardson	Non-sect	1	79	44	35	79	9
1180	Linn Flat Academy*	Linn Flat, Tex.	1876	George I. Watkins	1	1	45	25	20	43	2
1181	Bishop Baptist College	Marshall, Tex.	0	Rev. S. W. Culver, A. M., president.	3	2	208	104	104	20	100
1182	Wilsey University*	Marshall, Tex.	0	Rev. W. H. Davis	2	1	216	109	107		
1183	Mexia Polytechnic Institute.	Mexia, Tex.	1880	William Park	2	6	184	79	103		
1184	Hubbard College*	Overton, Tex.	1880	W. M. Crow, A. M.	2	2	170	90	80	170	10
1185	Pine Hill Academy	Pine Hill, Tex.	0	George F. Ross	1	1	49	23	24	49	5
1186	Alamo German-English School	San Antonio, Tex.	1874	William Schwirthe	Non-sect	1	56	34	22	56	56
1187	Alamo Military and Commercial Academy.*	San Antonio, Tex.	1880	Capt. W. H. Coit							
1188	German-English School	San Antonio, Tex.	1880	William Barbeck	3	3	214	122	92	214	214
1189	St. Mary's Hall	San Antonio, Tex.	1880	Phillippa G. Stevenson	P. E.	1	5	45	0	45	1
1190	St. Mary's Institute	San Antonio, Tex.	0	Brother Charles Francis	R. C	16	360	360		360	25
1191	Ursuline Convent*	San Antonio, Tex.	1851	Mother Mary Magdalen	R. C	15	100	160	150	200	200
1192	Coronal Institute	San Marcos, Tex.	1869	R. O. Roumsvall, A. M.	M. E. So.	3	5	233	94	139	
1193	District Conference High School.	Sulphur Springs, Tex.		F. Z. T. Jackson.	M. E. So.						
1194	Add Ran College	Thorpy's Spring, Tex.	1873	Addison Clark, president	Christian	9	3	300	200	100	40
1195	East Texas University	Tyler, Tex.	1876	A. R. Home, D. D., president.	Non-sect	4	115	115		75	40

a Sex not reported.

\* From Report of the Commissioner of Education for 1880.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
McIndoes Falls Academy	Barnet Vt.	1850	1857	George W. Bailey	Cong	3	3	180	106	74	89	91	15	17	6	4	2
Barre Academy	Barre, Vt.	1849	1852	A. N. Wheelock, A. M.	Non-sect	2	2	92	48	44	26	12	18	9	6	4	2
Goddard Seminary	Barre, Vt.	1863	1870	Henry Priest	Univer	4	6	20	20	20	10	12	0	0	0	0	0
St. Agnes' Hall	Bellows Falls, Vt.	1868	1868	Miss Jane Hapgood	P. E.	2	2	25	25	0	25	8	5	2	0	0	0
St. Anthony Seminary	Bennington Centre, Vt.	1830	1830	George W. Yates, A. M.	Non-sect	1	3	151	80	71	144	7	5	2	0	0	0
Bristol Graded School	Bristol, Vt.	1857	1860	Charles S. Dennett, A. B.	P. E.	3	1	35	35	0	17	18	4	11	5	2	2
Vermont Episcopal Institute	Burlington, Vt.	1857	1859	Henry H. Ross	Non-sect	1	4	223	123	140	200	30	3	4	2	0	0
Derby Academy	Derby, Vt.	1869	1839	H. B. Lawrence, A. M.	Non-sect	2	2	150	73	77	121	29	6	3	26	0	0
Essex Classical Institute	Essex, Vt.	1853	1854	William A. Deering, A. M.	Non-sect	2	2	75	30	45	75	7	0	0	0	0	2
New Hampton Institute	Fairfax, Vt.	1845	1845	W. A. Buxton	Univer	1	3	75	30	45	75	7	0	0	0	0	2
Oriental Liberal Institute	Glover, Vt.	1845	1845	T. L. Jeffords	P. E.	2	1	75	30	45	75	7	0	0	0	0	0
Champlain Hall	Highgate, Vt.	0	1877	Rev. Josiah Sweet, D. D.	Non-sect	1	1	88	43	45	86	2	0	0	0	0	0
Lamoille Central Academy	Hyde Park, Vt.	1834	1834	H. M. McFarland	Baptist	1	4	162	92	70	30	12	12	1	2	0	0
Black River Academy	Ludlow, Vt.	1834	1834	Charles G. Farwell, A. M.	Non-sect	1	1	23	10	13	23	0	0	0	0	0	0
Morgan Academy	Morgan, Vt.	1866	1868	Miss Emma Colburn	Non-sect	1	1	23	10	13	23	0	0	0	0	0	0
Newbury Seminary and Ladies' Institute.	Newbury, Vt.	1866	1868	Miss Emma Colburn	Non-sect	1	1	23	10	13	23	0	0	0	0	0	0
Beeman Academy*	New Haven, Vt.	1869	1869	C. C. Gove, A. M.	Non-sect	2	2	90	50	40	60	24	6	15	2	4	0
Caledonia County Grammar School.	Peacham, Vt.	1795	1797	C. A. Bunker, A. M.	Non-sect	1	4	100	43	57	65	35	0	12	1	0	0
Troy Conference Academy*	Poultney, Vt.	1834	1837	Rev. C. H. Duntion, A. M.	M. E.	5	6	175	90	85	105	48	22	35	0	4	0
Villa Barlow Boarding and Select School of the Sisters of Notre Dame.*	St. Albans, Vt.	1870	1870	Sister St. Wilfrid	R. C.	0	8	260	260	260	200	0	260	0	0	0	0
St. Johnsbury Academy*	St. Johnsbury, Vt.	1842	1843	Rev. Homer T. Fuller, Ph. D.	Non-sect	5	6	232	115	117	102	130	25	0	0	15	0

	1217	1218		1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	2978	2979	2980	2981	2982	2983	2984	2985	2986	2987	2988	2989	2990	2991	2992	2993	2994	2995	2996	2997	2998	2999	3000	3001	3002	3003	3004	3005	3006	3007	3008	3009	3010	3011	3012	3013	3014	3015	3016	3017	3018	3019	3020	3021	3022	3023	3024	3025	3026	3027	3028	3029	3030	3031	3032	3033	3034	3035	3036	3037	3038	3039	3040	3041	3042	3043	3044	3045	3046	3047	3048	3049	3050	3051	3052	3053	3054	3055	3056	3057	3058	3059	3060	3061	3062	3063	3064	3065	3066	3067	3068	3069	3070	3071	3072	3073	3074	3075	3076	3077	3078	3079	3080	3081	3082	3083	3084	3085	3086	3087	3088	3089	3090	3091	3092	3093	3094	3095	3096	3097	3098	3099	3100	3101	3102	3103	3104	3105	3106	3107	3108	3109	3110	3111	3112	3113	3114	3115	3116	3117	3118	3119	3120	3121	3122	3123	3124	3125	3126	3127	3128	3129	3130	3131	3132	3133	3134	3135	3136	3137	3138	3139	3140	3141	3142	3143	3144	3145	3146	3147	3148	3149	3150	3151	3152	3153	3154	3155	3156	3157	3158	3159	3160	3161	3162	3163	3164	3165	3166	3167	3168	3169	3170	3171	3172	3173	3174	3175	3176	3177	3178	3179	3180	3181	3182	3183	3184	3185	3186	3187	3188	3189	3190	3191	3192	3193	3194	3195	3196	3197	3198	3199	3200	3201	3202	3203	3204	3205	3206	3207	3208	3209
--	------	------	--	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

TABLE VI. — Statistics of institutions for secondary instruction for 1881, &amp;c. — Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1256 French Creek Institute* .....	French Creek, W. Va. ....	1871	1871	C. E. Bailey .....	F. W. B. ....	1	1	28	13	15									
1257 Academic department of Storer College. ....	Harper's Ferry, W. Va. ....	1868	1867	Rev. N. C. Brackett, A. M. ....	F. W. B. ....	3	4	202	102	100	202	40	1	10	2	2			
1258 Morgantown Female Seminary .....	Morgantown, W. Va. ....		1869	Mrs. J. R. Moore .....				4	30	30	30	8							
1259 Parkersburg Seminary .....	Parkersburg, W. Va. ....		1864	Sister Mary Arnes Myers .....	R. C. ....		10	100	100	100	100	10							
1260 St. Joseph's Academy .....	Wheeling, W. Va. ....			Sister M. St. John, directress .....	R. C. ....		170	70	70	70	70	5	10						
1261 Seguin Collegiate Institute .....	Wheeling, W. Va. ....		1868	Miss Pauline H. Seguin .....	Non-sect .....	1	3	70	70	70	70	5	10						
1262 Evansville Seminary .....	Evansville, Wis. ....		1865	J. Emory Coleman .....	Fr. Meth .....	63	3	61			1	5		(3)					
1263 Merrill Institute .....	Fond du Lac, Wis. ....		1860	Ida C. V. Martind .....			3	52	52	52	42	5							
1264 Fox Lake Seminary .....	Fond du Lac, Wis. ....		1855	Sarah O. Sheppard .....			3	64	25	42									
1265 College of the Mission House .....	Franklin, Wis. ....		1869	Rev. H. A. Muhmeier, D. D. ....	Ref'm'd .....	6	0	50	50	0									
1266 Lake Geneva Seminary .....	Geneva, Wis. ....		1869	Mrs. Julia A. Warner .....	Non-sect .....	3	7	103	32	71		40		9		8		1	
1267 Janesville English Academy .....	Janesville, Wis. ....		1871	J. B. Sisbee .....	Non-sect .....	3	7	103	32	71						1		1	
1268 Dupont Academy* .....	Marion, Wis. ....		1860	Julia F. Bliss .....		64	1	125						10	14	1	2		
1269 Marshall Academy* .....	Marshall, Wis. ....		1869	F. W. Demison .....	Cong. ....			32	18	14	11	7							
1270 St. Lawrence College .....	Marshfield, Wis. ....		1865	F. Luke, guardian .....	Nor-Luth .....	64		73	73	63	73	10							
1271 German and English Academy .....	Milwaukee, Wis. ....		1851	I. Keller .....	R. C. ....	11	4	263	147	109	266	85	125						
1272 Marquette College .....	Milwaukee, Wis. ....		1864	Rev. Jos. F. Rigge, S. J. ....	Non-sect .....	5	2	67	67	67	265	22	35						
1273 St. Mary's Convent Day School .....	Milwaukee, Wis. ....		1869	Sister Mary Ernesta, SS. ....	R. C. ....	2	13	306	23	283	206	45							
				DE N. D. ....															
1274 St. Mary's Institute* .....	Milwaukee, Wis. ....		1869	Sister M. F. Seraphica, S. S. ....	R. C. ....	4	18	121	0	121	113	18	101						
				N. D. ....															
1275 Oconomowoc Seminary .....	Oconomowoc, Wis. ....		1856	Grace P. Jones .....	P. E. ....		65	37		37									
1276 College of the Sacred Heart .....	Prairie du Chien, Wis. ....		1881	Rev. William Becker, S. J. ....	R. C. ....	10	160	150		150	110	150				95			
1277 St. Mary's Institute .....	Prairie du Chien, Wis. ....		1872	Sister N. Seraphia .....	R. C. ....						6		7						
1278 The Home School* .....	Racine, Wis. ....		1877	Mary S. McMurphy .....	P. E. ....	b10	63	63		63	57								





TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Levering Mission School	Creek Nation, Ind. Ter.	.....	1881	Rev. J. H. Trenchard	Baptist.	2	1	120	60	60	.....	.....	.....	.....	.....	.....	.....
Cherokee Female Seminary	Near Tahlequah, Ind. Ter.	.....	1847	Miss J. E. Gray	Non-sect.	0	5	120	0	120	100	20	0	.....	.....	.....	.....
Indian University	Tahlequah, Ind. Ter.	.....	1881	A. C. Bacone, A. M., president.	Baptist.	1	2	56	28	28	45	11	.....	.....	.....	.....	.....
The Albuquerque Academy*	Albuquerque, N. Mex.	.....	1879	Charles S. Howe, R. S.	Non-sect.	1	4	31	34	47	81	.....	.....	.....	.....	.....	.....
St. Nicholas School	Bernalillo, N. Mex.	.....	1872	Rev. Brother Gabriel of Mary	R. C.	2	0	130	130	.....	45	25	15	5	.....	.....	.....
Academy of the Visitation	Las Cruces, N. Mex.	.....	1870	Sister M. Praxedes	R. C.	8	115	35	80	.....	.....	.....	.....	.....	.....	.....	.....
Las Vegas Academy	Las Vegas, N. Mex.	.....	1880	Walter H. Ashley, A. M., M. D.	Non-sect.	3	183	105	78	.....	213	12	.....	55	3	.....	.....
Las Vegas College	Las Vegas, N. Mex.	.....	1877	Rev. S. Personé, S. J., president	R. C.	10	225	225	.....	300	.....	.....	.....	.....	.....	.....	.....
Academy of Our Lady of Light.	Santa Fé, N. Mex.	.....	1874	Mother Francisca Lamé	R. C.	7	0	132	132	0	126	0	130	20	0	50	.....
Christian Brothers' College*	Santa Fé, N. Mex.	.....	1874	Brother Boniph	R. C.	1	2	63	35	28	55	6	2	5	5	3	0
Santa Fé Academy	Santa Fé, N. Mex.	.....	1878	Arthur J. Clough, A. B.	Non-sect.	1	1	67	38	29	67	.....	.....	.....	.....	.....	.....
Brigham Young College a	Logan, Utah	.....	1878	Miss Ida Ione Cook	Lat. D. S.	1	1	67	38	29	67	.....	.....	.....	.....	.....	.....
Cache Valley Seminary	Logan, Utah	.....	1873	Mrs. C. M. Parks	Presb.	1	2	91	61	30	91	0	0	0	0	0	0
St. John's School	Logan, Utah	.....	1873	Miss Ellen M. Thompson	P. E.	1	1	40	25	15	.....	.....	.....	.....	.....	.....	.....
Wahsatch Academy	Mount Pleasant, Utah	.....	1875	C. Pierce, F. B. Stayers, and M. Fishback.	Presb.	4	126	53	73	122	4	122	3	0	2	.....	.....
Ogden Academy	Ogden, Utah	.....	.....	A. W. Adkinson	M. E.	1	2	74	36	38	.....	.....	.....	.....	.....	.....	.....
Sacred Heart Academy	Ogden, Utah	.....	.....	Sister Francis	R. C.	0	14	225	75	150	200	0	12	8	20	2	5
School of the Good Shepherd	Ogden, Utah	.....	1870	Charles G. Davis	P. E.	4	2	140	65	75	140	7	2	1	.....	.....	.....
Brigham Young Academy	Provo City, Utah	.....	1875	Karl G. Maeser	Lat. D. S.	5	2	371	217	154	40	10	10	.....	.....	.....	.....
Provo Seminary	Provo, Utah	.....	1875	George E. Jayne	M. E.	2	1	80	40	40	.....	.....	.....	.....	.....	.....	.....
Royland Hall b	Salt Lake City, Utah	.....	1871	Mary E. Seymour	P. E.	3	3	62	62	62	10	5	5	.....	.....	.....	.....
St. Mark's School c	Salt Lake City, Utah	.....	1867	Rev. G. D. B. Miller, A. M.	P. E.	3	11	426	208	218	399	27	5	10	.....	2	.....
St. Mary's Academy*	Salt Lake City, Utah	.....	1875	Sister Superior	R. C.	0	18	270	80	190	100	60	.....	80	.....	.....	.....
Salt Lake Academy	Salt Lake City, Utah	.....	1878	Edward Benner, A. M.	Cong.	2	3	145	75	70	120	25	6	10	3	.....	.....

1328	Salt Lake Collegiate Institute	Salt Lake City, Utah	1877	1875	John M. Coyner, Ph. D.	Presb.	2	6	206	98	108	188	18	6	4	0	0
1329	Salt Lake Seminary	Salt Lake City, Utah	1871	1870	T. W. Lincoln, A. M., acting	M. E.	2	4	145	70	75	108		10			
1330	University of Utah	Salt Lake City, Utah	1881	1881	Rev. Theophilus B. Hilton, A. M., president	M. E.											
1331	Tooele Seminary	Tooele, Utah		1871	Mrs. J. P. Morris		1	1	85	43	42						
1332	Alden Academy	Anaconda, Idaho Island, Wash. Ter.	0	1879	Rev. E. O. Tate	Cong.	1	2	38	20	18	38	0	0	0	0	0
1333	Colville Indian Industrial Board- ing School for Boys.	Fort Colville, Wash. Ter.		1880	Rev. Joseph M. Caruana, S. S.	R. C.	5		40	40		38	2	20	2	8	
1334	St. Paul's School	Walla Walla, Wash. Ter.		1872	Mrs. Lemuel H. Wells	P. E.	1	8	80		80						
1335	Whitman Seminary	Walla Walla, Wash. Ter.	1859	1866		Non-sect	1	1	60					3	5		
1336	St. Mary's School	Laramie City, Wyo. Ter.	1870	1870	Sister Alberta	R. C.		4	73								

\* From Report of the Commissioner of Education for 1880.

a These statistics are from a return for the year 1880.

b The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's School for Girls."

c The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's Grammar School."

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—x Indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1 Andrews Institute.....				x	0				\$10-30	\$4,500				20	Jan. 2d Monday.
2 Trinity Normal School.....	x	x	x	x	0		300	0	9	10,000				40	October 1.
3 Wilcox Female Institute.....	x	x	x	x	x	x			*20-45	6,000				36	Oct., 1st Monday.
4 Carrollton Male and Female Academy.*	0	0		x	0	0	0	0	c3	1,500	\$0	\$0	\$1,200		Oct., 1st Monday.
5 Male High School.....					0	0	0	0	134-314	1,200	0	0	1,700	36	Oct., 1st Monday.
6 Gaylesville High School.....	x		x	x	0		2,000		2,000	0	0	0	700	39	October 1.
7 Greene Springs School.....	0	0	0	x	x	x	500	26	30-60	20,000	0	0	3,000	36	Oct., 1st Monday.
8 Hammer Hall.....		x	x	x	0	0			20-50	5,000	0	0		40	Sept., 1st week.
9 William and Emma Austin College.	0	0		x	0										
10 Talladega College.....			x	x		x	2,000	500	114	75,000	15,000			34	Oct., 1st Tuesday.
11 Talladega Male High School.....	0		0	0	0	0			50	1,500				40	Sept., 1st Monday.
12 Mountain Spring High School.....							10,000		50	10,000			1,000	20	September 20.
13 Park High School.....	0	0	0	0	0		2,850	345	40	5,000	0	0		39	September 15.
14 Arkadelphia Baptist High School*.....					0	0		0	40	4,000				40	Sept., 1st Monday.
15 Austin Institute.....		x		x	0	0	0	0	10-25	1,200	3,000	900	150	40	November 1.
16 Independent High School.....					0	0			20-40	21,500			1,000	40	Jan., 2d Monday.
17 Evening Shade College.....	0	0	0	0	0	0	0	0	20	5,000	0	0	1,500	20	Sept., 1st Monday.
18 Lee High School.....	0	0	0	x	0	0			25	1,500	0	0	400	40	September 12.
19 Warden Seminary*.....															
20 Searcy Female Institute*.....				x	0	x			25-50	2,500				40	August.
21 Centennial Institute.....			x	x	0	x	0	0	20-50	2,000	0	0	1,500	40	Sept., 1st Monday.
22 St. Catherine's Convent.....		x	x	x	x	x	400		c225	40,000				40	August 1.
23 St. Mary's Hall.....	0	0	x	x	0	x	300	300	40-350	40,000	0	0	3,000	40	August 3.
24 Linton Springs College.....	x	x	x	x	x	x	200		360	60,000			12,000	40	August 1.
25 Convent of Mary Immaculate.....	0	0	x	x	0	0			c200	7,000			1,400	42	August 1.
26 Girocy Seminary.....	0	x	x	x	0	x	400	10	30,40,50	6,000	0	0	1,000	40	August 1.



[illegible]

Excludino house.

For non-residents: free to residents.

**Estimated:**

Includes board

*d* Reported as closed in 1880: reopened September.

1881.

From Report of the Commissioner of Education for 1880

7. Average charge.

**by Grounds and buildings.**

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; ..... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
67 Miss Haines's School for Young Ladies and Girls.....		×	×	×			300		a\$200					38	September 22.
68 Seminary of Mt. St. Joseph.....		×	×	×	×	×	300	25	40				\$2,000	40	Sept., 1st Mon.
69 Rocky Dell Institute.....	×	×	×	×	×		400	400	a\$300					36	September.
70 Mrs. Robert H. Griswold's School.....		×	×	×	0	0	1,500	400	40-60				3,000	38	September.
71 Young Ladies' Seminary.....		×	×	×	×	×	500	110	50	\$10,000	\$0	\$0	2,250	40	August, last Mon.
72 Myrtle Valley English and Classical Institute.....	×	×	×	×	×	×								40	September.
73 New Britain Seminary.....									60-100	10,000				36	September 22.
74 The Eldridge School.....		×	×	×	0	0	500	25	50-70	22,000			6,000	36	September 20.
75 Miss Norton's English and French Family and Day School.....		×	×	×			500		70-106					40	September 22.
76 West End Institute.....		×	×	×					36-60	20,000				39	September 20.
77 Waraming Academy.....		×	×	×					40-100	30,000				40	September 6.
78 Miss McKee's School.....		×	×	×					a125				1,000	38	September 19.
79 Our Lady of Perpetual Help.....		×	×	×	0	×	100	20	20	25,000	0	0		44	Sept., 2d Mon.
80 Seabury Institute.....	×	×	0	0	0	0	100	100-150	100-150	3,000				40	September 20.
81 Day School for Boys.....		×	0	0	0	×			50-100	8,000	0	0	408	36	August 1.
82 Select Boarding and Day School.....	0	0	0	0	0	×			26				800	38	Sept., 2d Wed.
83 English and Classical School.....		×		×					48, 60					40	September.
84 Stratford Institute for Young Ladies.....				×			310		134-22	8,000	10,106	516	613	36	
85 Lewis Academy.....		×		×	×	×			a400					38	
86 The Gunney.....		×	×	×	×	×			30-54	80,000	15,000	1,000	a18,000	40	
87 St. Margaret's Diocesan School for Girls.....		×	×	×	×	0	700	100						48	
88 Wilton Academy.....		×													
89 Wilton Boarding Academy.....	×	×		×					50						



TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins —
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
134 Cartersville Female Academy*			x	x	0	0			a\$13	\$1,600			\$1,100	40	January.
135 Cartersville High School									62					34	September 1.
136 Erwin Street School*									a2.16	800	\$0	\$0	250	40	Aug., last Mon.
137 Wofford Academy									30	10,000	9,000	600	1,500	38	January 2.
138 Female Seminary*	0	0	0	0	0	0	0	0		1,800			1,700	40	January.
139 Hearn Manual Labor School			x	x	x	x	x	x	20-40	1,100					
140 Cedar town High School	0	x	x	x	0	x	x	x							
141 Cedar town Male and Female Academy.									15					36	March 1.
142 Penitence Academy*									30	20,000				40	September 15.
143 St. Joseph's Academy			x	x	0	0	400	0	60	2,000				32	Jan., 3d Mon.
144 Slade's School for Boys			0	0	x	x	0	0	14					40	
145 Concord Academy	0		0	0	0	0	0	0	a18					40	
146 Conyers Female Seminary									a23						
147 Conyers Male Academy*			0	x	0	0	0	0	20	1,500	0	0	0	36	January 10.
148 Conyers Male and Female High School.	0													40	
149 Crawford Academy	0	0	x	x	0	0	0	0	20-35	61,000			900	40	December 16.
150 Collegiate Institute															
151 Grange Male and Female College	0	0	0	0	0	x	200	0	10-30	8,000			2,000	40	Aug., 1st Mon.
152 Crawford High School			x	x	0	0	0	0	123-35	400	0	0	280	41	Jan., 2d Mon.
153 Delhi High School					0	0	0	0		3,500	0	0	600	40	September 1.
154 Decatur High School	0	0		x	0	0	0	0	15-35	25				32	Jan., 1st Mon.
155 Dirt Town Academy*										800				40	Nov., last Mon.
156 Farmersville Academy	0	0	0	x	0	0	0	0	20	2,000			500	32	January 10.
157 Elbert Male High School	0	0	0	0	0	0	0	0	20, 35, 45	2,000	0	0		40	January 13.
158 Elberton Female Collegiate Institute.*	x	x	x	x	0	0	0	0							



[illegible]

\* From Report of the Commissioner of Education for 1880.

*a* Average monthly charge.

*b* Value of grounds and buildings.

Merged in September, 1881, in the South Georgia Male and Female College at Dawson (see Table VII).

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins —
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
203 Stonewall School .....	0	0	0	0	0	0		0	\$16	\$200	\$0			40	January 9.
204 Mountville Academy .....	0	0	0	0	0	0		0	16-20	500	0	\$0	\$622	32	February 1.
205 Newnan Seminary .....	0	0	0	x	0	0		0	a25	1,500	0	0	1,000	40	January 18.
206 Norcross High School .....	0	0	x		x	x		0	25-40	2,000			600	36	January 9.
207 Brinkley Academy .....	0	0		x	0	0		0	a20	1,000	0		900	36	January 1.
208 Zion Academy* .....	0	0	0		0	0		0	b21		0			36	January 1.
209 Mercer High School .....	0	0	0	x	0	0		0	16-40	30,000	0	0	c750	40	January, 2d Mon.
210 Perry Male Academy* .....	0	0	0		0	0		0			0			20	January, 1st Mon.
211 Pine Log Masonic Institute .....	0	0	x	x	0	0		0	20	500			600	10	January.
212 Willis Institute .....	0	0	x		0	0		0	20	300			500	36	January, 2d Mon.
213 Powellton Male and Female School* .....														40	
214 Quitman Academy* .....									b3	1,000			500	20	July 1.
215 Rabun Gap High School & Reynolds Academy* .....	0	0	0	0	0	0		0	20					40	January, 2d Mon.
216 Mc. Vernon Institute .....	0	0	0		0	0		0	18-30	800				40	September 1.
217 Masonic Literary Institute .....	x	x	x	x	0	0		0	10-30	10,000				40	January 18.
218 Idle Wild Academy .....			x						15	300				40	January 8.
219 Rome Male High School .....					0	0			37	400	0	0	800	40	January, 1st Mon.
220 Rutledge High School .....	x	x	x	x	0	0		0	8	10,000			907	33	October 1.
221 Peach Institute .....	0		x	0	0	0		0	b2					26	
222 Scarborough Academy* .....			x	x					a23	1,200				40	January.
223 Excelsior Academy .....			x	x	0	0			18	500	0	0	500	36	January.
224 Sharon Business Institute .....	0	x	x	x	0	0		0	16-32	1,500				40	January.
225 Oak Grove Male and Female Academy .....		0	x		0	0		0						20	August, last Mon.
226 Sparta Male and Female Academy .....		x	x	x	0	0		0	20-50	2,000			1,000	40	January, 2d Mon.
227 Stilesboro' Institute .....									15	4,000			800	20	January, 2d Mon.
228															







292	Spicewood Graded School	0	0	0	0	0	0	0	0	21-27	60,000	0	0	35
293	Battle Ground Collegiate Institute	0	0	0	0	0	0	0	0	21	60,000	0	0	40
294	Friends' Bloomingdale Academy	0	0	0	0	0	0	0	0	19½	6,000	500	0	36
295	Dover Hill Academy	0	0	0	0	0	0	0	0	11	6,000	0	0	35
296	St. Augustine's School	0	0	0	0	0	0	0	0	0	12,000	0	0	40
297	German-English Independent School*	0	0	0	0	0	0	0	0	228	12,000	0	0	44
298	The Hadley and Roberts Academy	0	0	0	0	0	0	0	0	0	4,000	0	0	28
299	Rich Square School*	0	0	0	0	0	0	0	0	0	2,500	0	0	32
300	Blue River Academy	0	0	0	0	0	0	0	0	0	10,000	4,000	0	40
301	Spiceland Academy	0	0	0	0	0	0	0	0	15	10,000	0	0	36
302	Stockwell Institute	0	0	0	0	0	0	0	0	18-24	10,000	0	0	42
303	St. Paul's Academy	0	0	0	0	0	0	0	0	2135	210,000	0	0	42
304	St. Paul's Grammar School	0	0	0	0	0	0	0	0	3½	20,000	50,000	4,000	42
305	Academic Department of Vincennes University	0	0	0	0	0	0	0	0	10-20	20,000	0	0	39
306	St. Rose's Boarding and Day School*	0	0	0	0	0	0	0	0	0	0	0	0	Sept., 1st Mon.
307	Union High School*	0	0	0	0	0	0	0	0	0	0	0	0	Sept., 1st Mon.
308	Ackworth Institute	0	0	0	0	0	0	0	0	21-25	10,000	0	0	36
309	Albion Seminary	0	0	0	0	0	0	0	0	20-30	5,000	10,000	500	36
310	Jones County Academy	0	0	0	0	0	0	0	0	20-25	7,000	0	0	36
311	Birmingham Academy and Boarding School	0	0	0	0	0	0	0	0	20-25	7,000	0	0	43
312	Blairtown Academy	0	0	0	0	0	0	0	0	24	9,000	0	0	36
313	First German Evangelical School	0	0	0	0	0	0	0	0	9	9	0	0	Sept., 1st Mon.
314	German Evangelical Zion School	0	0	0	0	0	0	0	0	81	750	0	0	46
315	The Gordon School	0	0	0	0	0	0	0	0	50-100	7,000	0	0	40
316	Coe College	0	0	0	0	0	0	0	0	25,35	781,000	725,000	0	36
317	St. Joseph's Academy of the Sacred Heart*	0	0	0	0	0	0	0	0	0	720,000	0	0	36
318	Friends' Select School*	0	0	0	0	0	0	0	0	10-25	0	0	0	Sept., 1st Mon.
319	St. Francis' Academy for Young Ladies	0	0	0	0	0	0	0	0	25	0	0	0	Sept., 1st Mon.
320	Decorah Institute	0	0	0	0	0	0	0	0	27-30	20,000	0	0	40
321	Denmark Academy	0	0	0	0	0	0	0	0	0	0	0	0	Sept., 1st Mon.
322	St. Joseph's Academy*	0	0	0	0	0	0	0	0	0	0	0	0	Sept., 1st Mon.
323	Young Ladies' School	0	0	0	0	0	0	0	0	60	2,500	0	0	40
324	Danish High School	0	0	0	0	0	0	0	0	61,7½	1,000	0	0	22
325	Epworth Seminary	0	0	0	0	0	0	0	0	24	0	0	0	May and Nov.
326	Academy of Iowa College	0	0	0	0	0	0	0	0	28	15,000	13,285	0	36
327	Lenox Collegiate Institute	0	0	0	0	0	0	0	0	27	15,000	0	0	38
328	Iowa City Academy*	0	0	0	0	0	0	0	0	29	15,000	0	0	37
329	Preparatory and Normal School	0	0	0	0	0	0	0	0	12-24	5,600	0	0	40
330	Jefferson Academy	0	0	0	0	0	0	0	0	20,30	0	0	0	Sept., 1st Mon.
331	Knoxville Academy	0	0	0	0	0	0	0	0	20	5,000	0	0	40
332	Kossuth Normal Academy*	0	0	0	0	0	0	0	0	170	0	0	0	Sept., 1st week.

\* From Report of the Commissioner of Education for 1880.

a Includes value of library and furniture.

b Total receipts for the year.

c Includes board.

d Average charge.

e In 1879.

f Report of Coe Collegiate Institute for the year 1880;

in 1881 this institute became Coe College.

g In 1878.

h Charge for tuition a month.

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
333 Friends' Academy.....	0	x	0	0	x	0	144	43	\$19	\$7,000	\$0	\$0	\$870	38	September 5.
334 Lettsville Academy.....	0	0	x	0	0	x	.....	.....	23-27	.....	.....	.....	.....	36	Sept., 1st Mon.
335 Riverside Institute.....	.....	.....	.....	.....	0	0	100	100	20-40	65,000	.....	.....	800	40	Sept., 1st Mon.
336 Western Normal and Business Institute.....	x	x	x	x	x	x	500	.....	27	30,000	.....	.....	2,000	44	September.
337 Manchester Academy.....	.....	x	0	0	0	0	100	.....	24	0	0	0	.....	36	September 1.
338 How's Academy and Teachers' Institute.....	.....	.....	.....	.....	.....	.....	.....	.....	36	.....	.....	.....	4,000	45	Aug., last week.
339 Hazel Dell Academy*.....	0	0	0	0	0	.....	.....	.....	20	2,000	0	0	.....	38	September.
340 Oelwein Seminary.....	.....	.....	.....	x	0	0	.....	15	.....	.....	.....	.....	200	39	Sept., 24 Tues.
341 Cedar Valley Seminary.....	.....	x	x	x	x	x	.....	28	1,500	1,500	7,000	400	.....	39	September 20.
342 Ottumwa Seminary.....	.....	x	x	x	.....	.....	.....	16, 20	.....	.....	.....	.....	205	40	Sept., 1st Mon.
343 German Evangelical Lutheran School.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
344 Tipton Collegiate Academy.....	x	x	x	x	0	0	600	60	25	35,000	0	0	8,000	34	Sept., 1st Mon.
345 Washington Academy*.....	0	0	0	0	0	0	0	0	25-32	12,000	0	0	2,500	40	September 1.
346 Ainsworth's Grammar and High School.....	0	0	0	0	0	0	0	0	20-25	.....	.....	.....	1,500	32	Sept., 1st Mon.
347 Wilton Academy.....	.....	x	x	x	0	0	308	273	25	20,000	.....	.....	2,120	38	September 6.
348 Atchison Institute.....	x	x	x	x	x	x	600	100	40	14,000	.....	.....	10,000	40	September 1.
349 Geneva Academy <sup>b</sup> .....	.....	.....	.....	.....	.....	.....	50	.....	.....	3,500	600	.....	.....	.....	.....
350 Anchorage Classical and Military Institute.....	.....	.....	.....	.....	.....	.....	.....	.....	c200	.....	.....	.....	.....	38	September 1.
351 Bellewood Seminary and Kentucky Presbyterian Normal School.....	.....	x	x	x	x	x	100	40	40	*50,000	.....	.....	.....	39	September.
352 Bracken Academy.....	.....	.....	.....	x	0	0	2,000	.....	24-44	10,000	.....	.....	.....	40	September.
353 Union College.....	.....	x	x	x	0	0	.....	.....	30	16,000	0	0	.....	40	Sept., 1st Mon.
354 Bardonia Female Academy.....	.....	.....	.....	x	0	0	.....	.....	30-50	.....	.....	.....	.....	40	Sept., 1st Wed.

[illegible]

### *h* Value of apparatus.

Total receipts for the year.

Charge for tuition a month.

**k** For non-residents,

2 In 1879.

*Buildings and apparatus.*

*f*No school for the year ending July, 1881, except the

free term of five

\*From Report of Commissioner of Education for 1880.

*a Apparatus and furniture.*

<sup>b</sup> Suspended during year 1881.

**Includes**

*d* Free school money.

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, 82.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
397 West Liberty Male and Female Seminary*	x	x	x	x					\$18	\$5,000				37	September 1.
398 Winchester Male and Female High School.			x	x	0	0	0		30-60	10,000			\$4,500	40	June 1.
399 Collegiate Institute*									\$200					38	September 29.
400 Readville Seminary.	x	x	x	x	x	x	500	20	45	8,000				40	October 1.
401 Feliciana Female Collegiate Institute.		x	x	x					30-50					40	September 12.
402 Millwood Female Institute.			x	x	0	0	500	500			\$0	\$0	\$0	25	Mar., 1st Mon.
403 La Roche Seminary.		x	x	x	0	0	327	50	30-40		0	0	0	44	September 15.
404 Convent of the Presentation*		0	x	x	0	0	200	20		3,000	0	0	600	42	September 15.
405 St. Hyacinth's Academy.		0	x	x	0	0	800	200	30				1,800	40	September 1.
406 Christian Brothers' College.		0	0	0	0	0	30	6						43	Sept., 1st Mon.
407 Commercial and Classical Academy for Boys.	0	0	0	0	x				33-132					44	September 1.
408 Locquet-Leroy Female Collegiate Institute*	x	x	x	x					\$125					40	September 1.
409 St. Isidore's Institute.					0	0	1,500		60				221	52	October 1.
410 St. Vincent's Academy.		x	0	0										40	September.
411 Select School.					0	0			25	1,500			500	22	September 1st.
412 Southern University.			x	x	0	0			6-9	3,500	360		150	33	March.
413 Beechwood Academy.			x	x	0	0			15	6,000	2,000	100		39	Aug., last Wed.
414 Somerset Academy.			x	x	0	0	400	0	18	2,800	2,400	144	375	22	Aug., last Mon.
415 Condit's Academy.		x	x	x	x	x	1,000		94					33	Sept., 1st Mon.
416 East Maine Conference Seminary.	x	x	x	x	x	x	500	25	13	\$8,000			240	40	September.
417 Corinna Union Academy.							\$500								
418 Greeley Institute.							\$500								
419 Westbrook Seminary and Female College.		x					\$500								



420	Abbott Family School for Boys, at Mt. Little Blue.								2,000	10	250, 300	40,000				37	September 10.
421	Foxcroft Academy	0	0	0	0	0	0	0	200	10	15	1,600	2,600	125	900	33	September 1.
422	Freedom Academy	0	0	0	0	0	0	0	200	50	21, 30	50,000	1,000	0	2,435	21	March 1.
423	Hallowell Classical and Scientific Academy	0	0	0	0	0	0	0	200	50	21, 30	50,000	1,000	0	2,435	30	August 30.
424	Hampton Academy*	0	0	0	0	0	0	0	840	0	10	3,000	600	25	800	29	August 29.
425	Harland Academy	0	0	0	0	0	0	0	0	0	12	3,000	1,000	60	1,056	30	May.
426	Maine Wesleyan Seminary and Female College.								(e)	(e)	(e)	(e)	(e)	(e)	(e)	39	Aug., 3d Mon.
427	Limington Academy	0	0	0	0	0	0	0	100	40	12	3,000	1,000	40	200	22	Aug., 3d Wed.
428	Matanawcook Academy	0	0	0	0	0	0	0	0	0	15	1,200	3,000	200	150	53	September.
429	Litchfield Academy*	0	0	0	0	0	0	0	200	0	8-11	3,000	4,500	550	400	22	August.
430	Monmouth Academy	0	0	0	0	0	0	0	200	0	7-10	3,000	10,000	0	400	40	September 1.
431	Lincoln Academy	0	0	0	0	0	0	0	400	50	20-50	7,000	0	0	2,000	39	Sept., 1st Mon.
432	Exton Family and Day School	0	0	0	0	0	0	0	400	50	20-50	7,000	0	0	2,000	39	September 7.
433	Boarding and Day School for Young Ladies.										6350						
434	City of Portland School*	0	0	0	0	0	0	0	275	30	80	7,000	10,000	0	2,400	40	Sept., 1st Mon.
435	Berwick Academy	0	0	0	0	0	0	0	400	20	20	7,000	10,000	600	1,175	40	Aug., last Mon.
436	Franklin Family School	0	0	0	0	0	0	0	500	30	20	6,500	0	0	1,600	39	Sept., 3d week.
437	Oak Grove Seminary	0	0	0	0	0	0	0	160	30	103-30	30,000	0	0	1,600	33	August 26.
438	F. Knapp's Institute	0	0	0	0	0	0	0	240	240	20	60,000	0	0	1,600	44	September 1.
439	Mt. St. Agnes Academy*	0	0	0	0	0	0	0			2220					40	
440	Mt. Vernon Institute	0	0	0	0	0	0	0								36	September 20.
441	New Education Seminary	0	0	0	0	0	0	0								36	September 15.
442	Newton Academy	0	0	0	0	0	0	0			60	15,000				40	September.
443	Oxford School for Boys	0	0	0	0	0	0	0	200	120	120					40	September.
444	Roland Academy	0	0	0	0	0	0	0								44	September 20.
445	St. Francis Academy	0	0	0	0	0	0	0			12						
446	St. Joseph's Academy (Calvert Hall).	0	0	0	0	0	0	0			21-48					42	September.
447	School for Boys	0	0	0	0	0	0	0	0		130					40	September.
448	Southern Home School	0	0	0	0	0	0	0			2500						
449	Zion School of Baltimore	0	0	0	0	0	0	0	2,000	0	25		0	0			
450	Mount St. Joseph's College	0	0	0	0	0	0	0	600	150	20-50	30,000			4,000	40	Sept., 1st Mon.
451	Mt. de Sales Academy*	0	0	0	0	0	0	0									
452	Overlea, Home School for Young Gentlemen.	0	0	0	0	0	0	0				18,000				40	Sept., 1st Wed.
453	Charlotte Hall School	0	0	0	0	0	0	0	1,650	50	15	2,500	0	0	1,200	40	Sept., 1st Mon.
454	Holy Trinity School	0	0	0	0	0	0	0	8,000		30	1,000	0	0	200	40	Sept., 1st Mon.
455	College of St. James Grammar School.	0	0	0	0	0	0	0			2300	50,000	0	0	8,000	42	September 14.
456	West Nottingham Academy	0	0	0	0	0	0	0	100		30-60	7,300				40	Sept., 1st Mon.
457	Elkton Academy	0	0	0	0	0	0	0	500							40	Sept., 1st Mon.
458	Pataasco Institute	0	0	0	0	0	0	0								40	September 15.
459	St. Joseph's Academy	0	0	0	0	0	0	0			2200					40	Sept., 1st Mon.
460	Academy of the Visitation*	0	0	0	0	0	0	0			2200					40	Sept., 1st Mon.
461	St. John's Literary Institute*	0	0	0	0	0	0	0			15-30				350	40	Sept., 1st Mon.

\* From Report of the Commissioner of Education for 1880.

† Includes board.

‡ Opened January, 1881, and closed in June of the same year.

§ See report of this institution, Table VIII.

¶ In 1879.

‡ This school has been closed one year and a new building erected.

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; . . . indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
462 Glenwood Institute . . . . .	x	x	x	x	x	x	2,100	87	\$40	\$23,000				40	September 8.
463 Hagerstown Female Seminary and Musical Institute . . . . .	x	x	x	x	x	x	650	25						40	September 15.
464 Mt. St. Clement's Preparatory College . . . . .			x		0	0	400	0	200	10,000			\$4,485	43	September 1.
465 Lehigh School . . . . .			x	x	x	x	1,525	75	0	125,000	\$700,000	\$39,000	0	39	August, 2d Mon.
466 The Hannah More Academy* . . . . .	x	x	x	x	x	x	15,000	28	28	15,000	4,000	240	560	39	Sept. 3d Wed.
467 St. George Hall for Boys . . . . .	x	x	x	x	x	x	400	20	6275-300	30,000			6,500	40	September 15.
468 St. Mary's Female Seminary* . . . . .	x	x	x	x	0	x	200	20	20,30	30,000			1,200	38	October 1.
469 Rockland School for Girls . . . . .	x	x	x	x	0	x	300	25	40	15,000			64,125	38	September 15.
470 Pen Lucy School for Boys . . . . .	x	x	x	0	x	x	88	1	100	4,000	75,000	4,600	2,000	40	September 15.
471 Puncbland Free School . . . . .	x	x	x	x	0	x	220	20	60	5,000			0	38	August, last Wed.
472 Family School for Young Ladies . . . . .	x	x	x	x	0	x	4,000	100	68	15,000	10,600	672	800	36	September 21.
473 Powers Institute . . . . .	0	0	0	0	x	x			12				222	40	September 1.
474 Howe School . . . . .	0	0	0	0	0	0			0		1,200	714	0	40	March.
475 Houghton High School . . . . .		x	x	x	0	x			200				8,000	35	September 28.
476 Miss Abby H. Johnson's Home and Day School for Young Ladies . . . . .															
477 Institute of Languages . . . . .			x	x					60				1,400	34	October.
478 Otis Place School* . . . . .	x	x	x	x		x	500		200	15,000				36	September 29.
479 Miss Putnam's English and Classical Family and Day School . . . . .			x	x											Sept., last Thurs.
480 St. Margaret's School . . . . .		x	x	x			500		50-200					40	Sept., last Wed.
481 Thayer Academy . . . . .	0	0	x	0	x		100	0	c75	100,000	240,000	12,000	750	38	September.
482 Hitchcock Free High School . . . . .		x	x	0	x	x	1,502	80	0	10,000	82,667	4,180	0	40	August.
483 Deerfield Academy and Dickinson High School* . . . . .	0	0	x	0	x	x	1,000	100	30	20,000	50,000	2,800		38	September 8.



TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
524 Bethlehem Academy and Parish School.*	×	×	×	×	.....	×	500	.....	\$150	\$20,000	.....	.....	\$2,000	36	Sept., 1st Mon.
525 Shattuck School.....	0	×	×	×	×	×	500	50	\$350	100,000	\$3,000	\$240	33,151	38	September 15.
526 Grove Lake Academy.....	.....	.....	.....	.....	.....	0	100	20	180	4,000	.....	.....	4,200	40	.....
527 St. Boniface Academy*.....	.....	.....	×	×	.....	0	60	10	15	3,000	.....	.....	500	39	September 7.
528 High Forest Methodist Episcopal Seminary.....	0	0	×	×	0	0	.....	.....	24	2,500	.....	.....	.....	42	September 1.
529 St. Mary's School.....	×	×	×	×	0	0	.....	.....	40	5,000	.....	.....	.....	38	September 9.
530 School of the Holy Apostles*.....	0	0	0	0	×	×	0	.....	25-31	4,200	.....	.....	1,900	40	June 30.
531 Minneapolis Academy.....	0	0	×	×	×	×	200	100	30	30,000	400	.....	2,652	40	Sept., 1st Tues.
532 St. Olaf's School.....	.....	.....	×	×	×	×	1,200	.....	19-25	8,000	5,000	450	1,472	32	September 15.
533 Minnesota Academy.....	×	.....	×	×	.....	×	.....	.....	25	25,000	.....	.....	.....	36	September.
534 Hauru College and Seminary.....	0	0	×	×	.....	0	200	.....	21-24	.....	.....	.....	1,800	40	Sept., 1st Mon.
535 Academy of Our Lady of Lourdes.....	.....	.....	.....	.....	0	0	.....	.....	.....	.....	.....	.....	.....	40	September 4.
536 Rochester English and Classical School.*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	September 1.
537 St. Joseph's Academy*.....	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	40	September 1.
538 St. Paul Home School.....	×	×	×	×	×	×	1,000	50	80	9,000	0	0	8,500	38	September 6.
539 Gustavus Adolphus College.....	0	×	×	×	0	×	473	42	18	20,000	18,000	1,800	300	40	September 1.
540 Wesleyan Methodist Seminary.....	.....	.....	×	×	×	×	200	.....	20,30,40	3,500	.....	.....	4,000	38	September 1.
541 Methodist District High School.....	.....	.....	×	×	0	0	75	10	30,40	5,000	0	0	1,800	40	Sept., 1st Mon.
542 Blue Mountain Academy.....	0	0	×	×	0	0	100	0	20,40	5,000	.....	.....	1,800	38	September 15.
543 Johnson's Classical School.....	.....	.....	×	×	0	0	.....	.....	20-40	8,000	.....	.....	1,800	40	Sept., 2d Mon.
544 Brandon Female College.....	.....	.....	×	×	0	0	300	50	20-40	10,000	0	0	700	40	Sept., 1st Mon.
545 Carrollton Female College.....	×	×	×	×	0	0	100	0	20-40	500	0	0	.....	40	January 1.
546 Columbus District High School.....	.....	.....	×	×	0	0	100	0	.....	.....	.....	.....	.....	40	Oct., 1st Mon.
547 Mt. Hermon Female Seminary.....	.....	.....	×	×	0	0	150	.....	81	10,000	.....	.....	750	36	.....



549	Crystal Springs Institute.....	x	x	x	x	x	150	40	6,000	0	0	2,200	40	September 20.
550	Cooper Institute.....	0	0	0	0	0	3,000	18-38	15,000	0	0	0	36	September 14.
551	Harperville College.....	0	0	0	0	0	300	120	3,000	0	0	3,100	36	September 12.
552	Baptist Female College.....	0	0	0	0	0	0	30-50	3,000	0	0	600	40	September 1.
553	Holly Springs Normal Institute.....	0	0	0	0	0	0	20-40	4,000	0	0	1,500	40	October 1.
554	Iuka Female Institute.....	0	0	0	0	0	0	20-40	1,500	0	0	1,500	40	Sept. 1st Mon.
555	Kosciusko Male and Female Institute.....	0	0	0	0	0	0	22-42	3,000	0	0	1,216	40	Sept. 1st Wed.
556	Kossuth School.....	0	0	0	0	0	200	0	1,000	0	0	700	40	Sept. 1st Mon.
557	McComb City Academy.....	0	0	0	0	0	510	30	12,000	0	0	0	40	September 13.
558	East Mississippi Female College.....	0	0	0	0	0	500	02-4	0	0	0	0	40	September.
559	Midian Academy.....	0	0	0	0	0	0	0	0	0	0	0	40	January 1.
560	Oakland Male and Female College.....	0	0	0	0	0	0	0	0	0	0	0	40	Sept. 1st week.
561	Okolona Female Institute.....	0	0	0	0	0	0	0	9,000	0	0	2,500	40	Sept. 1st Mon.
562	Okolona Male Academy.....	0	0	0	0	0	0	0	3,000	0	0	500	40	Sept. 1st Mon.
563	Present Hill Masonic Male and Female Institute.....	0	0	0	0	0	0	0	0	0	0	2,000	40	Sept. 1st Mon.
564	Pontotoc Male Academy.....	0	0	0	0	0	0	0	10,000	0	0	500	40	Sept. 1st Mon.
565	Chamberlain Hunt Academy.....	0	0	0	0	0	2,500	0	0	0	0	1,100	40	Sept. 1st Mon.
566	Stonewall Normal College.....	0	0	0	0	0	800	31-40	1,500	0	0	1,000	38	Sept. 1st Mon.
567	Surdiss Male Institute.....	0	0	0	0	0	800	20	30,40,50	0	0	1,000	40	Sept. 1st Mon.
568	Starkville Female Institute.....	0	0	0	0	0	100	20-100	8,000	0	0	1,500	40	Sept. 1st Mon.
569	Vaiden Male and Female Institute.....	0	0	0	0	0	0	0	7,000	0	0	0	40	September 1.
570	North Mississippi Female College.....	0	0	0	0	0	0	0	0	0	0	0	40	September.
571	Walthall Male and Female High School.....	0	0	0	0	0	0	0	0	0	0	0	40	January.
572	Jefferson College.....	0	0	0	0	0	2,000	30	20,000	0	0	600	40	September 15.
573	Beth Eden Collegiate Institute.....	0	0	0	0	0	500	13-27	2,000	0	0	600	36	August.
574	Winona Female College.....	0	0	0	0	0	200	30	6,000	0	0	2,100	40	September 12.
575	Watson Seminary.....	0	0	0	0	0	388	16	4,000	800	0	0	40	Sept. 1st Tues.
576	Avalon Academy.....	0	0	0	0	0	125	25	10,300	0	0	1,020	39	September 1.
577	Southwest Baptist College.....	0	0	0	0	0	400	100	30,000	0	0	3,000	40	September 13.
578	The Kemper Family School.....	0	0	0	0	0	1,000	100	18,000	0	0	5,743	40	Sept. 2d Tues.
579	Butler Academy.....	0	0	0	0	0	204	21-26	4,000	0	0	1,362	40	September 5.
580	Bellevue Collegiate Institute.....	0	0	0	0	0	0	10-40	10,000	0	0	2,133	38	September 7.
581	Carleton Institute.....	0	0	0	0	0	1,000	15-25	15,000	0	0	0	40	Sept. 1st Mon.
582	Kirkwood Seminary.....	0	0	0	0	0	0	0	3,000	0	0	1,600	40	Sept. 1st Mon.
583	Wentworth Male Academy.....	0	0	0	0	0	300	30	16,000	0	0	2,500	38	September 12.
584	McCune College.....	0	0	0	0	0	175	75	10,000	0	0	1,882	38	Sept. 1st Mon.
585	Marionville Collegiate Institute.....	0	0	0	0	0	200	27	3,500	0	0	0	36	September 5.
586	Montgomery College.....	0	0	0	0	0	300	20-40	8,000	0	0	1,948	40	Sept. 1st Mon.
587	Morrisville Male and Female Collegiate Institute.....	0	0	0	0	0	50	32	6,000	0	0	1,800	40	Sept. 1st Mon.
588	Oak Ridge High School.....	0	0	0	0	0	0	40	1,000	0	0	2,700	39	September 6.
589	Palmyra Seminary.....	0	0	0	0	0	2,100	50	0	0	0	1,200	40	Sept. 1st Mon.
590	St. Paul's College.....	0	0	0	0	0	5,000	1,500	0	0	0	0	37	September 20.
591	Park College.....	0	0	0	0	0	100	0	13,000	0	0	0	36	Sept. 1st Mon.
592	Peirce City Baptist College.....	0	0	0	0	0	0	18-30	0	0	0	0	c	In 1879.

\* From Report of the Commissioner of Education for 1880.

a Lucubates board.

b Charge for tuition a month.









	German-American and High-Grammar School	Elementary	x	x	x	0	x	x	0	415	0	13-24	24, 589	0	0	5, 800	46	April 1.	
683	German-American	Elementary	x	x	x	0	x	x	0	50	20-50	5, 000	0	0	0	1, 269	40	Sept., 1st Mon.	
684	St. Vincent's Academy	Newton Collegiate Institute	0	x	x	0	x	x	0	200	15	52	5, 000	0	0	1, 269	40	September 6.	
685	Newton Collegiate Institute	St. John's School	0	x	x	0	x	x	0	253	15	52	12, 000	0	0	3, 500	40	September 6.	
686	Passaic Falls Institute	Paterson Seminary	x	x	x	0	x	x	0	600	50-60	60	6, 500	0	0	3, 500	40	September 15.	
687	Paterson Seminary	Pennington Institute*	x	x	x	0	x	x	0	200	60	60	20, 000	0	0	0	44	Sept., 1st Mon.	
688	Pennington Institute*	North Plainfield Seminary	x	x	x	0	x	x	0	800	100	100	7, 000	0	0	180	44	September 15.	
689	Academy of Science and Art	Seminary at Ringoes*	x	x	x	0	x	x	0	30	30	30	25, 000	0	0	0	42	August 15.	
690	Academy of Science and Art	Collegiate Institute	x	x	x	0	x	x	0	2, 000	40, 30	40, 30	4, 000	0	0	1, 800	42	September 1.	
691	Seminary at Ringoes*	Union Academy	x	x	x	0	x	x	0	200	40, 30	40, 30	4, 000	0	0	1, 800	42	Sept., 1st Tues.	
692	Collegiate Institute	"The Heights" Academy	x	x	x	0	x	x	0	2, 000	30	30	10, 000	0	0	0	40	September.	
693	Union Academy	Trenton Academy	x	x	x	0	x	x	0	100	30, 48	30, 48	10, 000	0	0	0	40	Sept., 1st week.	
694	"The Heights" Academy	Hungerford Collegiate Institute	x	x	x	0	x	x	0	3, 000	27-40	50, 000	3, 500	0	0	2, 500	39	Sept., 1st week.	
695	Trenton Academy	Albany Academy	0	x	x	0	x	x	0	1, 000	20-88	120, 000	3, 500	0	0	13, 000	40	Sept., 2d Mon.	
696	Hungerford Collegiate Institute	Albany Female Academy*	0	x	x	0	x	x	0	3, 000	24-36	40, 000	6, 250	0	0	6, 250	40	September 10.	
697	Albany Academy	Christian Brothers' Academy	x	x	x	0	x	x	0	4, 000	24-48	50, 000	0	0	0	2, 709	40	Sept., 1st Mon.	
698	Albany Female Academy*	St. Mary's School for Girls	x	x	x	0	x	x	0	500	0	24-48	50, 000	0	0	0	40	Sept., 1st Mon.	
699	Christian Brothers' Academy	Alfred University (academic de- partment). <sup>d</sup>	x	x	x	0	x	x	0	5, 676	35	10, 600	97, 000	70, 000	0	0	3, 237	39	September 15.
700	St. Mary's School for Girls	Amenia Seminary*	0	x	x	0	x	x	0	1, 800	35	10, 600	97, 000	70, 000	0	0	3, 237	39	September 1.
701	Alfred University (academic de- partment). <sup>d</sup>	Amsterdam Academy	0	x	x	0	x	x	0	500	36	36	50, 000	12, 000	0	0	2, 670	39	July 1.
702	Amenia Seminary*	Ives Seminary	0	x	x	0	x	x	0	512	5	28	50, 000	12, 000	0	0	2, 670	39	September 11.
703	Amsterdam Academy	Argyle Academy	0	x	x	0	x	x	0	600	4	20-24	2, 000	5, 500	0	0	800	40	September 14.
704	Ives Seminary	Cayuga Lake Academy	0	x	x	0	x	x	0	3, 000	36, 40	36, 40	5, 500	5, 500	0	0	800	40	Sept., 1st Mon.
705	Argyle Academy	Bedford Academy	0	x	x	0	x	x	0	0	25	7, 589	7, 589	0	0	347	39	Sept., 1st week.	
706	Cayuga Lake Academy	Genesee Valley Seminary	0	x	x	0	x	x	0	487	7	7, 589	7, 589	0	0	347	39	September 1.	
707	Bedford Academy	Union Academy of Belleville	0	x	x	0	x	x	0	950	25	30	3, 620	0	0	1, 350	39	Sept., 1st Mon.	
708	Genesee Valley Seminary	Binghamton Institute	0	x	x	0	x	x	0	150	17	20-40	3, 620	0	0	772	39	Sept., 1st Mon.	
709	Union Academy of Belleville	Bridgehampton Literary and Commercial Institute.	0	x	x	0	x	x	0	82	0	28	4, 250	0	0	349	39	July 2.	
710	Binghamton Institute	Brookfield Union School and Academy. <sup>d</sup>	0	x	x	0	x	x	0	205	44	178, 546	178, 546	0	0	53, 093	40	September 13.	
711	Bridgehampton Literary and Commercial Institute.	Adelphi Academy	0	x	x	0	x	x	0	913	11	40-160	18, 000	0	0	0	39	September 16.	
712	Brookfield Union School and Academy. <sup>d</sup>	Brooklyn Hill Institute*	0	x	x	0	x	x	0	100	20	15-30	40-100	0	0	0	40	September.	
713	Adelphi Academy	Cheneviere Institute	0	x	x	0	x	x	0	400	20	60-100	e500	0	0	1, 470	40	September 10.	
714	Brooklyn Hill Institute*	College Grammar School	0	x	x	0	x	x	0	300	20	120	48	0	0	0	40	September 12.	
715	Cheneviere Institute	Professor Davison's Institute	0	x	x	0	x	x	0	800	20	120	48	0	0	0	38	September.	
716	College Grammar School	Friends' School	0	x	x	0	x	x	0	48	48	48	48	0	0	0	40	September 23.	
717	Professor Davison's Institute	German-American Boarding and Day School for Young Ladies and Children.	0	x	x	0	x	x	0	0	24-100	24-100	10, 000	0	0	0	40	September.	
718	Friends' School	German, English, and French In- stitute.	0	x	x	0	x	x	0	0	48-140	48-140	10, 000	0	0	0	40	September 13.	
719	German-American Boarding and Day School for Young Ladies and Children.	Lafayette Academy*	0	x	x	0	x	x	0	0	24-48	24-48	10, 000	0	0	0	44	September 5.	
720	German, English, and French In- stitute.	State Street Academy	0	x	x	0	x	x	0	0	24-48	24-48	10, 000	0	0	0	44	September 5.	
721	State Street Academy		0	x	x	0	x	x	0	0	24-48	24-48	10, 000	0	0	0	44	September 5.	
722	Lafayette Academy*		0	x	x	0	x	x	0	0	24-48	24-48	10, 000	0	0	0	44	September 5.	
723	State Street Academy		0	x	x	0	x	x	0	0	24-48	24-48	10, 000	0	0	0	44	September 5.	

<sup>d</sup> From the 93d Regents' Report, 1880.  
<sup>e</sup> Income from sources other than tuition.

<sup>b</sup> Value of grounds and buildings.  
<sup>c</sup> Value of apparatus.

\* From Report of the Commissioner of Education for 1880.  
<sup>a</sup> Includes board.

TABLE VI.—Statistics of institutions for secondary instruction for 1881, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
724 Washington Avenue Institute for Young Ladies and Misses.*		x	x	x					\$40, 60					40	September 8.
725 Buffalo Practical School.....	x	x	x	x	x	x	216			\$1, 200			\$1, 400	40	Sept. 1st Mon.
726 Headcote School.....	0	0	0	0	0	0	1, 200	0	40-120	12, 000	\$0		5, 000	40	Sept. 1st Mon.
727 Canandaigua Academy.....	0	x	0	0	x	x	40	20		18, 000	780		3, 000	40	Sept. 1st Thurs.
728 Canisio Academy.....	x	x	x	x	x	x	473		24	17, 000	2, 300	150	1, 325	39	August 30.
729 Drew Seminary and Female College.	x	x	x	x	x	x	3, 000		30-125		0	0		39	Sept. 1st Wed.
730 Chappaqua Mountain Institute.....	x	x	0	x						4, 938			522	42	August 22.
731 Cincinnati Academy.....			x	x	x	x	350		161-24					40	August 30.
732 Parker Union School.....								20	613-27	10, 000	30, 000		3, 000	40	September 6.
733 Clifton Springs Seminary.....	x	x	x	x	0	0	400	50	250					40	
734 Foster School.....	x	x	x	x	x	x	1, 500	4	6350					38	Sept. 2d Thurs.
735 Clinton Grammar School.....	x	x	x	x	x	x	224		30	5, 130			1, 200	38	Sept. 1st Tues.
736 Cottage Seminary.....	x	x	x	x	0	0			25				2, 500	36	September 21.
737 Dwight's Home School for Young Ladies.		x	x	x	0	0			6300	25, 000					
738 Houghton Seminary.....	x	x	x	x	x	x	21, 200		25, 28	225, 000			621, 250	40	Sept. 3d Thurs.
739 Evening Classes of the Poppenhusen Association.	x	x	x	0	0	0	1, 250		0	60, 000	61, 000	4, 880	0	29	October 1.
740 Cornwall Collegiate School for Young Ladies.	0	x	x	x	0	x	500		6400	25, 000	0	0	5, 250	40	September 19.
741 Dansville Seminary.....		x		0	x	x	650	0	21-30	25, 000	0	0	2, 500	38	September 1.
742 Delaware Academy.....	x	x	x	x	x	x	1, 610	10	24	31, 432			2, 140	40	September 1.
743 Dundee Preparatory School.....	x	x	0	x	0	x	200	200	18-30	6, 000			2, 500	36	September 12.
744 Aurora Academy.....	x	x	x	x	x	x	563		163-254	16, 500			1, 857	39	July 1.
745 Friends' Seminary of Easton.....	x	x	x	x	0	0	100	0	15-27	10, 000			1, 500	39	Sept. 1st Mon.
746 Rural Seminary.....	x	x	0	0	x	x	600		15-25	2, 500				39	September.
747 Starkey Seminary*.....	x	x	x	x	x	x	1, 540	11	193-294	24, 770	5, 000	200	2, 505	39	Sept. 1st Mon.







813	New York Military Academy.....	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	×	
-----	--------------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	--

*d* Income from other sources than tuition.

*b* Includes board.

\*From Report of the Commissioner of Education for 1880.

\*From Report of the

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
854 Rochester Readschole .....	×	×	×	×	0	×	200		\$15-20	\$1,600			\$1,623	48	May 1.
855 St. Peter's Academy .....		×	×	×	×	×	300		\$160	12,000				44	September 1.
856 Rye Seminary* .....		×	×	×	×	×			\$350					40	September 13.
857 Washington Academy b .....					×	×	704	0	0	22,300	\$0	\$140	1,240		Sept., 1st Mon.
858 Saugerties Institute .....	0	×	×	0	0	0	0	0	40	8,000				40	August 25.
859 Sauguit Academy .....	×	×	×	×	×	×	200	3	24	5,500	0		1,500	40	September 15.
860 Holbrook's Military School .....	×	×	×	×	×	×	1,600	75	25-60	40,000	0	0	5,000	38	September 15.
861 Ossining Institute .....		×	×	×	×	×			\$450	30,000				39	September 15.
862 Vireum .....					×	×	386	3	20	5,028			1,500	42	August 16.
863 Sodas Academy* .....					×	×	225			9,250		\$121	4-3		Sept., 1st Mon.
864 Rogersville Union Seminary b .....		×	×	×	0	0	50	5	25	5,000	10,650	639	460	40	Sept., 1st Mon.
865 Southold Academy .....	0	0	×	×	×	×	247		21	9,500				42	August 30.
866 Griffith Institute and Springville Union School .....					×	×									Sept., 1st Mon.
867 German-American Institute .....		×	×	×	×	×	500	40	60-120	\$10,000	0	0	4,865	40	Sept., 2d Mon.
868 Syracuse Classical School .....	0	0	×	×	×	0	100		45,75,105				3,350	39	September 14.
869 Miss Burke's School .....		×	×	×	×	×	300	0	\$400					40	September 25.
870 Mount Hope Ladies' Seminary .....	0	×	×	0	0	0	187	2	40-72	16,485	0	0	420	38	September 1.
871 Troy Academy .....	×	×	0	0	0	×	1,519		68	\$75,000			3,200	40	Sept. 3d Wed.
872 Troy Female Seminary .....	×	×	×	×	0	×	900	10	18	3,800	10,000	700	5,000	40	September 1.
873 Unadilla Academy* .....			×	×	0	×	530	0	210	22,400			6,677	38	September 21.
874 Oakwood Seminary .....	×	×	×	×	×	×	300	10	21	10,000	800		1,150	40	Aug., last Tues.
875 Walworth Academy .....			×	×	×	×	150	276	24	9,221			900	32	September 1.
876 Warrenton Academy .....		×	×	×	×	×	1,000					\$1,485	310		Sept., 1st Mon.
877 Warwick Institute b .....	×	×	×	×	0	×	450	5	32	3,500	0	0		40	September 1.
878 West Winfield Academy .....	0	0	×	×	×	×	450		25	14,000			1,400	40	September 15.
880 Alexander Institute .....	×	×	0	×	×	×	2,000		\$400	20,000	0	0	\$8,000	37	

[illegible]

*c* Income from other sources than tuition.

*d* Grounds and buildings.

Value of grounds.

\* From Report of the Commissioner of Education for 1880.

*a* Includes board.

*b* From the 93d Regents' Report, 1880.

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins —
	Mechanical.	Free band.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
928 Whiteville High School.....	x		x		0	x			\$20-30	\$1,500				40	August 7.
929 Cape Fear Academy.....	0	0			0	x	2,000		30-55	6,100			\$2,000	40	October 1.
930 Rev. Daniel Morricle's English and Classical School.....			x		0	x			55-100	5,000				40	Oct., 1st week.
931 Wilson Collegiate Institute*	0	0	x		x	x	1,500	25	50	15,000	\$0	\$0	3,860	40	Sept., 1st Mon.
932 Winston Male Academy.....	0	0	x		0	x	1,000		20-40	7,000	0	0	800	40	August.
933 The Grange High School.....	0	0	x		0	x	500	50	30	1,200			2,500	40	Sept., 1st Mon.
934 Yadin College.....	0	0	x		0	x	700	40	30-40	10,000	300	50	200	30	Aug., 2d Thurs.
935 Albany Enterprise Academy.....	0	x	x		0	x	400		15	10,000	10,000		300	39	September 1.
936 Grand River Institute*	0	0	x		x	x	700		18-24	15,000	2,250	300	1,000	38	August 15.
937 Beverly College.....	0	0	x		x	x	0		20-30	5,000	2,250	0	600	40	Sept., 1st Wed.
938 Academy of Central College.....	x	x	x		x	x	500		20-30	25,000	0			36	September 1.
939 Georgia Seminary.....	x	x	x		x	x			18	3,000				44	Sept., 1st Mon.
940 Academy of the Sisters of Notre Dame.....	x	x	x		x	x									
941 Day School.....		x	x	x	x	x	4,000	50	45-65						September 21.
942 Mt. St. Vincent's Academy.....			x	x	x	x			6150					40	Sept., 1st Mon.
943 St. Francis' Gymnasium.....			x	x	x	x	400	6	0	7,000				36	Sept., 1st Mon.
944 Clermont Academy*	x		x	x	x	x	0		30	1,200	0		949	40	Oct., 1st Mon.
945 Cleveland Academy.....			x	x	x	x	0		60-100	25,000	0	0	4,300	40	September 14.
946 St. Joseph's Academy.....			x	x	0	x	150	30	20-60					40	Sept., 1st Mon.
947 St. Mary's Institute.....	x		x	x	0	x	500	50	20	120,000				42	Sept., 1st Mon.
948 Ewington Academy.....			x		x	x				2,500				40	Sept., 1st Mon.
949 Fostoria Academy.....	x		x		x	x	500	300	22	25,000	10,000	500	1,500	39	August 30.
950 Gallia Academy.....			x		x	x	600		21	28,000			750	36	Sept., 1st Wed.
951 Harcourt Place Academy.....			x		0	x			6400	10,000			14,795	40	Sept., 1st Wed.
952 Goshen Seminary.....			x		0	0	20	5	30	1,500			925	36	September 6.
953 Harlem Springs College.....			x	x	x	x			40	10,000			1,000	40	September 6.





TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c. — Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins —
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
997 Bellefonte Academy.....	x	x	x	x	0	0	0	0	\$40	\$10,000			\$2,500	40	September 5.
998 Bishopthorpe School.....									a425					37	September 6.
999 Mountain Seminary.....			x	x		x	1,000		50	30,000				40	Sept., 2d week.
1000 Bristol Seminary.....	x	x	x	x					30-40					42	Sept., 1st Mon.
1001 Witherspoon Institute.....			x	x	0	x			24	6,000	\$0		450	20	October.
1002 Penn's Valley Institute.....			x	x	x	x	300		b25	3,500			3,500	39	Sept., 2d Mon.
1003 Chester Academy.....									b45	12,000				40	September 1.
1004 Maplewood Institute.....									a168	20,000				39	Sept., 2d Mon.
1005 Chester Valley Academy.....	x	x	x	x	x	x	600		60	20,000				40	Sept., 2d Wed.
1006 Doylestown Seminary.....			x	x	x	x	500		54-60	36,800				39	September 1.
1007 Trach's Academy and Commercial School.*			x	x			40		30-75					44	August 15.
1008 Eldersridge Academy for Males and Females.....	0	0	0	0	0	0	750	20	20-30	3,000	0	\$0	730	40	September 1.
1009 Erie Academy.....	0	x	x	0	0	x		0	15-30	45,000	17,000	1,000		38	Sept., 1st Mon.
1010 St. Benedict's Academy.....			x	x			400		a150	35,000			c2,640	39	Sept., 1st Mon.
1011 Keystone Academy.....		x	x	x	x	x	900	200	30	30,000	30,000	40	853	40	August 30.
1012 Friends' School*.....									12	30,40	d2,600			40	September.
1013 Germantown Day College*.....					0	0			10-15				450	20	Sept., 1st Wed.
1014 Glade Academy.....		x	x	x	0	0	0	45	38	25,000			5,000	41	September.
1015 Greensburg Seminary for Young Ladies and Young Men.....	x	x	x	x	x	x	3,000	22	50	70,000	0	0		38	September.
1016 Hollidaysburg Young Ladies' Seminary.....	x													32	September 6
1017 Eclectic Institute.....							300		20-40	15,000	0			40	October 11.
1018 Martin Academy.....		x		x	0	x			8-20	3,000			400	39	September 1.
1019 Pickering Institute.....		0	x	x	0	x	12	12	24-42	7,000					
1020 St. Marys Academy*.....															
1021 Swarthin C. Shortridge's Medical Academy for Boys.....	x	x	x	x	x	x	1,200		a260						

1022	Hazzard's Academy*	x	x	0	x	x	x	x	373	73	30					30	September 1.
1023	Western Pennsylvania Classical and Scientific Institute.	x	x	0	x	x	x	x	1,000	400	38-45	30,000			2,500	39	September.
1024	Laird Institute*	0	0	0	0	x	x	x	250		220	2,500	0	0		40	April, 2d week.
1025	Nazareth Hall					x	x	x	5,000		225	30,000	0	0	0	40	September 8.
1026	Union Seminary					x	x	x	2,507	126	36	18,000	0	0	0	40	August 17.
1027	McElwain Institute	0	0	0	0	x	x	x	125	125	18, 21	7,000	0	0	0	39	August 1.
1028	Oakland Female Institute					x	x	x	5,000		50	100,000	0	0	0	40	September 15.
1029	Trepoint Seminary	x	x	x	x	x	x	x	1,200	80	2280	40,000				40	Sept., 2d Tues.
1030	St. Mary's College					x	x	x			30-50	4,000			800	40	September.
1031	Parkesburg Classical Institute					x	x	x			100						
1032	Academy of the Protestant Episcopal Church.	x	x	x	x	0	x	x			140-170					39	Sept., 3d week.
1033	Agnes Irwin's School					x	x	x			51-125					40	September 20.
1034	Aldine Institute	x				x	x	x			80-150						
1035	Miss Anable's School for Young Ladies					x	x	x									
1036	Broad Street Academy					x	x	x	3,000		60-130	725,000			9,000	40	September 5.
1037	Friends' Girard Avenue School*	0	0	x	0	0	0	0	0	0	40	40,000	0	0	0	40	Sept., 2d week.
1038	Friends' Select School for Boys*	x	x	x	0	0	0	0	0	0	40-75				1,500	40	September 13.
1039	Friend College for Orphans*	x	x	x	x	x	x	x	7,527	423	0	3,500,000	694,248	0	0	43	January 1.
1040	Langston Select Academy*	x				x	x	x			70-90					40	September 13.
1041	Langsbach Academy					x	x	x									
1042	Mt. St. Joseph Academy					x	x	x	2,000		2200	100,000				40	Sept., 1st Mon.
1043	Philadelphia Seminary					x	x	x	700		95				10,000	40	Sept., 3d Mon.
1044	Rittenhouse Academy	x				0	0	0	0	0	50					40	September 13.
1045	Scholar's Academy					x	x	x									
1046	School for Young Ladies					x	x	x	1,000		5100					40	September.
1047	Supplee Institute for Young Ladies.					x	x	x								40	September 22.
1048	Ury House School					x	x	x	400		2400					37	September 15.
1049	West Chesnut Street Institute.	x	x	x	x	x	x	x			50-120					40	September.
1050	West Chesnut Street Seminary					x	x	x	0		50-100				2,600	35	Oct., 1st Mon.
1051	West Green Street Seminary					x	x	x									
1052	West Walnut Street Seminary for Young Ladies.	x	x	x	x	x	x	x	1,000		75-125	240,000				39	Sept., 3d Wed.
1053	William Penn Charter School	x	x	x	0	0					70-100	55,000			10,290	40	September.
1054	Young Ladies' Academy and Select School for Children.	x	x	x	x	x	x	x			14-44					43	Sept., 1st Mon.
1055	The Bishop Bowman Institute*					x	x	x	1,200		80, 110, 170	25,000				40	Sept., 2d Mon.
1056	St. Mary's Academy					x	x	x	1,000			80,000				40	September.
1057	St. Ursula's Academy.	x	x	x	x	x	x	x	600	25	150	15,000	0	0	3,500	40	Sept., 2d Thurs.
1058	Cottage Seminary for Young Ladies	x	x	x	x	x	x	x	600	5	25				1,000	40	October.
1059	Keld Institute	x	x	x	x	x	x	x			30-70					38	September.
1060	Ridley Park Seminary*	x	x	x	x	x	x	x	100	25	18	8,000				42	August 1.
1061	Clarion Collegiate Institute.	x	x	x	x	x	x	x	600							40	September 1.
1062	St. Cecilia's Academy	x	x	x	x	x	x	x									

*g* Estimated value of the real estate of Stephen Girard; the income of the estate in 1880 was \$604,248, of which \$350,112 were expended for the college.

*d* Value of building and apparatus.  
*e* From collections.  
*f* In 1878.

\* From Report of the Commissioner of Education for 1880.  
*a* Includes board.  
*b* Average charge.  
*c* Receipts for last session.

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; ..... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
I	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1063 Classical Department of Missionary Institute.	0	0	0	0	0	×	1,400	.....	\$30	\$8,000	.....	.....	\$1,500	39	Aug., last Thurs.
1064 Sewickley Academy*.	×	×	×	×	.....	×	1,800	30	60	25,000	.....	.....	.....	40	Sept., 1st Mon.
1065 Academy of the Holy Child Jesus.	×	×	×	×	0	0	1,300	30	200	50,000	.....	.....	.....	40	September 15.
1066 Cliftonham Academy.	×	×	×	×	0	0	1,200	100	37	4,000	.....	.....	3,330	38	Sept., 1st Mon.
1067 George's Creek Academy.	×	×	×	×	0	0	.....	.....	30,40	2,500	.....	.....	800	40	Sept., 1st Mon.
1068 Stewartstown English and Classical Institute.	×	×	×	×	0	0	280	.....	.....	25,000	.....	.....	.....	40	September.
1069 Tongkenamon Boarding School.	×	×	0	×	×	×	600	.....	632	25,000	.....	.....	3,000	40	August 31.
1070 Susquehanna Collegiate Institute.	×	×	×	×	×	×	1,595	.....	200-275	16,000	.....	.....	900	40	Sept., 1st Mon.
1071 Washington Hall Collegiate Institute.	0	0	0	0	0	0	300	300	36	5,000	\$0	.....	550	36	September.
1072 Trinity Hall.	×	×	×	×	×	×	600	30	400	75,000	.....	.....	3,000	40	Sept., 2d Wed.
1073 Dardington Seminary for Young Ladies.	×	×	×	×	×	0	500	100	40-100	25,000	.....	.....	.....	40	September 18.
1074 Home School for Girls*.	×	×	×	×	0	0	.....	.....	60	.....	.....	.....	2,160	40	September.
1075 Lucretia M. B. Mitchell's School for Girls.	×	×	×	×	×	×	3,500	60	50-100	140,000	76,461	5,469	25,108	44	September.
1076 Young Ladies' Seminary.	×	×	0	0	×	×	2,800	50	150	100,000	.....	.....	.....	40	May.
1077 Westtown Boarding School.	×	×	×	×	×	×	.....	.....	33	.....	.....	.....	.....	40	Aug., 4th Mon.
1078 Williamsport Dickinson Seminary.	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	500	42	Sept., 2d Wed.
1079 School of St. John the Evangelist.	0	0	0	0	0	0	974	68	2500	.....	.....	.....	.....	35	Sept., last Thurs.
1080 Family and Day School for Girls.	0	0	0	0	0	0	.....	.....	40	75,000	.....	.....	1,040	40	Sept., 1st Mon.
1081 Island High School.	×	×	×	×	×	×	.....	.....	200	.....	.....	.....	.....	40	Sept., 1st Wed.
1082 Female Academy of the Sacred Heart.	×	×	×	×	×	×	4,500	1,500	150	500,000	150,000	9,000	.....	40	Sept., 1st Wed.
1083 Friends' New England Boarding School.	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Wed.



1085	St. Mary's Young Ladies' Seminary.	×	×	×	×	×	1,500	30	α205	10,000	0	0	1,000	42	September 1.
1086	Polytechnic and Industrial Institute.	×	×	×	×	0	500	25	10	10,000	0	0	1,000	40	October 1.
1087	Wallingford Academy.	×	×	×	×	0	341	30	2,4	13,500	0	0	402	40	April 1.
1088	Brainerd Institute.	×	×	×	×	0	500	—	10-36	3,700	0	0	600	36	October 1.
1089	Clinton College.	×	×	×	×	×	—	—	61	25,000	—	—	—	40	Sept., 1st Mon.
1090	Beard's Institute.	×	×	×	×	0	50	—	40	35,000	—	20,000	1,600	40	September 28.
1091	Cooper's Institute.	×	×	×	×	0	—	—	12-36	—	—	—	700	40	November 1.
1092	Greensville Seminary.	×	×	×	×	0	—	—	—	—	—	—	—	40	September.
1093	Beverly Hall School.	×	×	×	×	0	71	—	30-40	α200	—	—	1,500	40	September.
1094	Lexington High School.	×	×	×	×	0	200	100	16-30	1,000	0	0	0	38	October 15.
1095	Williamston Male Academy.	×	×	×	×	×	184	72	15-50	1,800	—	—	1,475	40	Jan., 1st Mon.
1096	Johnston Academy.	×	×	×	×	×	300	15	α210	18,000	—	—	—	42	August 1.
1097	King's Mountain Military School.	×	×	×	×	×	—	—	20-40	—	—	—	—	40	Sept., 1st Mon.
1098	Yorkville Female College.	×	×	×	×	×	—	—	24	4,000	—	—	1,200	40	Aug., 1st Mon.
1099	Masonic Male and Female Academy.	×	×	×	×	×	—	—	—	—	—	—	—	40	Aug., 1st Mon.
1100	—	×	×	×	×	×	—	—	—	—	—	—	—	40	Aug., 1st Mon.
1101	Kingsley Seminary.	×	×	×	×	0	0	—	10-20	2,000	—	—	725	40	August 1.
1102	Beech Grove College.	×	0	×	×	0	200	0	12-40	3,000	0	0	1,500	40	Feb. and Aug.
1103	Sullins College.	0	0	×	×	0	500	100	20-40	15,000	—	—	3,000	40	Aug., last Thurs.
1104	Centerville High School.	0	0	×	×	0	0	—	22-42	3,000	0	0	500	40	Sept., 1st Mon.
1105	Chapel Hill Academy.*	×	×	×	×	×	—	—	23	2,000	—	—	—	40	Jan., 2d Mon.
1106	Chatata High School.	0	0	×	×	0	0	—	20	1,000	—	300	500	40	Aug., 1st Mon.
1107	Clarksville Female Academy.	×	×	×	×	0	1,000	20	50	30,000	—	—	3,000	40	Aug., 2d Mon.
1108	Cleveland Masonic Institute.	0	0	0	×	0	40	—	17½	5,000	—	—	—	40	September 1.
1109	Clifton Masonic Academy.	—	0	0	×	0	75	75	25	3,000	0	0	1,500	40	September 1.
1110	Cog Hill Collegiate Institute.	×	×	×	×	×	100	100	16-40	3,000	—	—	—	40	Aug., 1st Mon.
1111	Columbia Normal School.	×	×	×	×	×	—	—	50	20,000	—	—	250	46	Aug., 1st Mon.
1112	Tipton Female Seminary.	×	×	×	×	×	100	—	17½	3,500	—	—	—	40	August.
1113	Dickson Seminary.	1113	×	×	×	×	—	—	—	—	—	—	—	40	August.
1114	Hatchie Academy.	0	0	0	0	0	0	150	30-40	250	0	0	500	40	September 1.
1115	Masonic Institute.	×	×	×	×	0	0	—	14	—	—	200	150	40	September 1.
1116	Flag Pond Seminary.	×	×	×	×	0	0	0	α1-2	—	—	—	—	36	Aug., 3d Mon.
1117	Friendsville Academy.	×	×	×	×	×	200	—	9-18	3,500	—	—	—	36	August 30.
1118	Edwards Academy.*	×	×	×	×	0	100	—	8-15	3,000	—	—	400	40	Sept., 1st Mon.
1119	Henderson Masonic Male and Female Institute.*	×	×	×	×	×	—	100	15-50	—	—	—	—	40	Sept., 1st Mon.
1120	Central Tennessee Conference Seminary.	×	×	×	×	×	—	—	—	—	—	—	—	—	—
1121	West Tennessee Seminary.	×	×	×	×	×	150	10	15, 20, 30	3,000	—	—	—	40	Sept., 1st Mon.
1122	Odd Fellows' Male and Female College.	×	×	×	×	0	200	—	α10-25	10,000	—	—	—	40	Jan., 1st Mon.
1123	Sam Houston Academy.	×	×	×	×	0	—	—	30	5,000	—	—	—	20	Aug., 1st Mon.
1124	Martin Academy.	×	×	×	×	16	—	—	26-36	2,000	—	—	—	32	Sept., 1st Mon.
1125	La Grange Female School.	×	×	×	×	×	—	—	24-50	—	—	—	—	40	September 1.
1126	Greenwood Seminary.	×	×	×	×	×	3,000	20	24-50	15,000	—	—	—	40	Sept., 1st Mon.

d Value of apparatus.  
e To non-residents.

*b* Average charge.  
*c* Charge for a month.

\* From Report of the Commissioner of Education for 1880.  
a Includes board.

\* From Report of the  
a Includes board.

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.					Number of weeks in scholastic year.	Scholastic year begins —
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.			
					19	20			21					22	23	24
1127 Masonic Academy.....	0	0	0	x	0	0	0	0	\$18	\$1,200	\$0	\$0	\$500	40	August.	
1128 Savannah Grove Academy.....	0	0	0	0	0	0	20	5	15	700	0	0	750	40	January.	
1129 London High School.....	0	0	x	x	x	x	120	0	10-30	10,000	0	0	0	40	Aug., 1st Mon.	
1130 New Male and Female Institute.....	0	0	x	x	0	x	40	40	20	1,000	0	0	0	40	August.	
1131 Waters and Walling College*.....	0	0	x	x	0	x	0	0	15-40	5,000	0	0	1,500	40	February 1.	
1132 Martin Male and Female Academy.*	0	0	x	x	0	x	100	0	15-40	1,200	0	0	1,200	40	Sept., 1st Mon.	
1133 West Tennessee Seminary.....	0	0	x	x	0	x	50	0	9	1,000	0	0	450	36	Sept., 1st Mon.	
1134 Miss Higbee's School*.....	x	x	0	0	0	x	50	0	40-140	0	0	0	0	40	September 14.	
1135 Memphis Institute.....	0	0	0	0	0	x	50	0	50-70	0	0	0	3,150	40	Sept., 1st Mon.	
1136 St. Mary's School.....	0	x	x	x	0	x	500	50	180	25,000	0	0	8,100	40	September 14.	
1137 Fairmount*.....	x	x	x	x	x	x	0	0	12-30	6,000	0	0	1,500	36	March 15.	
1138 Morristown Female High School.....	x	x	x	x	0	0	0	0	20-50	0	0	0	0	40	September 1.	
1139 Mt. Pleasant Male and Female Academy.....	0	0	0	0	0	0	140	140	60	50,000	5,000	3,000	3,000	40	September 7.	
1140 Montgomery Bell Academy.....	0	x	0	0	x	x	300	0	10-30	2,000	0	0	1,600	40	Jan., 1st week.	
1141 Alpine Academy.....	0	0	x	x	0	0	200	10	30	6,000	0	0	700	40	Sept., 1st Mon.	
1142 Union Seminary*.....	0	0	x	x	0	x	0	0	25	10,000	0	0	0	40	August 14.	
1143 Holston Seminary.....	0	0	x	x	0	x	0	0	16-40	6,000	0	0	0	40	Aug., 1st Mon.	
1144 Oak Hill Institute.....	x	x	x	x	x	x	0	0	14	1,000	0	0	350	40	September.	
1145 Oglethorpe Academy.....	0	0	0	0	0	0	0	0	20	2,500	0	0	0	40	July 1.	
1146 Bedeacoe Institute.....	0	0	0	0	0	0	0	0	22	1,500	0	0	1,100	22	September 1.	
1147 Paris Male High School.....	0	0	0	0	0	0	0	0	26	6,000	0	0	2,000	40	Sept., 1st Mon.	
1148 The Mrs. S. H. Welch High School.....	0	0	x	x	0	0	0	0	10-23	5,000	0	0	1,530	40	August 7.	
1149 Parrottsville College.....	0	0	x	x	0	0	0	0	15	15,000	0	0	1,530	40	Aug., 1st Mon.	
1150 People's College.....	0	0	0	0	0	0	0	0	10	500	0	0	300	40	August 1.	
1151 Arlington Academy*.....	0	0	0	0	0	0	0	0	54	7,000	0	0	1,900	40	September 1.	
1152 Giles College.....	0	0	0	0	0	x	0	0	8-15	3,500	0	0	0	32	Sept., 1st Mon.	
1153 Clear Spring Academy*.....	0	0	0	0	0	0	0	0	8-15	3,500	0	0	0	32	Sept., 1st Mon.	

[illegible]

\*From Report of the Commissioner of Education for 1880.

a In 1879.

b Average charge.

*c*Charge for a term.

*d* Includes board.

arge for a month.







TABLE VI.—*Statistics of institutions for secondary instruction for 1931, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

NOTE.— x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Lake Geneva Seminary.....	0	x	x	x	x	0	1,000	123-40	\$32	\$60,000			\$35,450	41	September 14.
Janesville English Academy.....					0	0	1,200	123-40	42				875	42	September 1.
DuPont Academy*.....							300								September 1.
Marshall Academy*.....	x	x	x	x	x	x	700		18	66,000	\$18,000	\$0	8,000	40	September 1.
St. Lawrence College.....	0	0	0	0	0	0	400		120	60,000	0	0	9,000	44	Sept. 1st Mon.
German and English Academy.....	0	0	x	x	x	x			60	25,000	0	0		40	September 15.
Marquette College.....			x	x	x	x	400		6-48	635,000				40	September.
St. Mary's Convent Day School.....	x	x	x	x	x	x			180	d100,000				45	Sept., 1st Mon.
St. Mary's Institute*.....	x	x	x	x	0	x	1,500	10	d50	720,000	0	0	95,000	44	September 15.
Oconomowoc Seminary.....	x	x	x	x	x	x	2,000	20	150	20,000				40	September.
College of the Sacred Heart.....	x	x	x	x					100					40	Sept., 1st Mon.
St. Mary's Institute.....	x	x	x	x			2,000	20	100	7,800			4,000	40	
The Home School*.....	x	x	x	x					d100						Sept., 1st Mon.
St. Catharine's Female Academy.....	0	x	0	x	0	x	100	39	18-24	5,000	0	0	900	38	Sept., 1st Mon.
Rochester Seminary.....	x	x	x	x	x	0	4,500		d150	100,000	0	0		43	Sept., 1st Tues.
Seminary of St. Francis of Sales*.....	x	x	x	x	0	0	3,000	300						40	Sept., 1st Mon.
University of Our Lady of the Sacred Heart.....															
Carroll College.....	0	0	0				1,000			31,000	2,000	150		38	September.
Dakota College.....	0	0	0	x	0	0			30	5,000	0			40	Sept., 1st week.
Academy of the Holy Cross.....			x	x					12-48					40	Sept., 1st Mon.
Academy of the Sacred Heart of Mary.....															
Academy of the Visitation.....	x	x	x	x	x	x	1,025								Sept., 1st Mon.
Arlington Academy.....									40				2,240	40	Sept., 1st Mon.
Boys' English and Classical High School.....	0	0	0	0					84				2,000	40	Sept., 1st Mon.
Miss Calkins's Select School*.....	x	x	x	x											
Eclectic Seminary.....									40-80	\$200	0	0		40	September 13.

1292	Incarnation Church School	x	x	x	x	0	180	30-100					40
1293	Metropolitan Seminary and Kindergarten.	x	x	x	x	x	700	35-50					38
1294	Mt. Vernon Seminary	x	x	x	x	x	500	32-72					40
1295	Osborne Seminary	x	x	x	x	x	500	100	5,700		2,557		41
1296	Rittenhouse Academy	0	0	0	0	0	x	20-50					40
1297	St. John's Collegiate Institute.	x	x	x	x	x	x	40-50					40
1298	Washington Collegiate Institute.	x	x	x	x	x	x	40-80					40
1299	Waverley Seminary	x	x	x	x	0	300	40-50					40
1300	West End Seminary	x	x	x	x	x	0	40-60					40
1301	Young Ladies' Seminary*	x	x	x	x	x	x	50	15,000				42
1302	Collegiate Institute for Young Ladies. <sup>j</sup>	x	x	x	x	x	x	x	x				40
1303	West Washington School for Girls.												
1304	Levering Mission School	x	x	x	x	0	300	0	10,000	\$12,000			40
1305	Cherokee Female Seminary*	x	x	x	x	18	200	30	30,000		238		36
1306	Indian University	x	x	x	x	0	60	30			1,000		38
1307	The Albuquerque Academy*	0	x	x	x	0	0	0	8,000		800		40
1308	St. Nicholas School	x	x	x	x	0	150	2000	12,000		2,500		39
1309	Academy of the Visitation	x	x	x	x	0	0	20-30	10,000	0	3,000		38
1310	Las Vegas Academy	x	x	x	x	0	1,500	2000	35,000		10,000		42
1311	Las Vegas College	x	x	x	x	x	x	2000	25,000				Nov., 3.
1312	Academy of Our Lady of Light.	0	0	x	x	0	970	80	2000	21,700	1,300		40
1313	Christian Brothers' College*	x	x	x	x	0	0	30	3,000	5,000	530		40
1314	Santa Fe Academy	x	x	0	0	0	20	12		96,427			Sept., 1st Mon.
1315	Brigham Young College <sup>m</sup>	0	0	0	0	0	0	10			50		40
1316	CACHE Valley Seminary	0	0	0	0	0	0	40	5,000				Sept., 1st Mon.
1317	St. John's School	x	x	x	x	0	0	7	2,250	0	175		40
1318	Wamsatch Academy	x	x	x	x	0	0	4-8	21,000				Sept., 1st Mon.
1319	Ogden Academy	x	x	x	x	0	200	20	10,000	0	26,000		40
1320	Sacred Heart Academy	x	x	x	x	0	0	10-25	2,000	0			Sept., 1st Mon.
1321	School of the Good Shepherd	x	x	x	x	x	517	12-40	18,000	0	5,010		40
1322	Brigham Young Academy	x	x	x	x	x	100	6-64					August 29.
1323	Provo Seminary	x	x	x	x	0	0	32-48					September 1.
1324	Rowland Hall <sup>o</sup> .	x	x	x	x	0	750	24-40	20,000	500	1,600		40
1325	St. Mark's School <sup>p</sup>	x	x	x	x	0	0	6-10	20,000	0	1,500		40
1326	St. Mary's Academy *	x	x	x	x	0	700	32	5,000	0	2,000		40
1327	Salt Lake Academy	x	x	x	x	0	300	75	30	0	2,600		Sept., 1st Mon.
1328	Salt Lake Collegiate Institute.	x	x	x	x	0	180	85	30	0	24,700		38
1329	Salt Lake Seminary	x	x	x	x	0	0	20-40	50,000	1,000	600		September 3.
1330	University of Utah	x	x	x	x	0	0	30					40

\* From Report of the Commissioner of Education for 1880.  
 a Includes board.  
 b Value of buildings.  
 c Average charge.  
 d Includes value of the convent building.  
 e Tuition and incidental fees.  
 f In 1879.  
 g Income from all sources.  
 h Return is for the year ending July 1, 1881, at which time the school was closed.  
 i Value of apparatus.  
 j This institute is identical with the Georgetown Collegiate Institute reported in 1880, and the figures here given are for that year.  
 k Appropriated for this year.  
 l Income from "New West Education Commission."  
 m These statistics are from a return for the year 1880.  
 n Value of grounds and buildings.  
 o The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's School for Girls."  
 p The figures here given are for the year ending June 24, 1881, up to which time the school was known as "St. Mark's Grammar School."  
 q \$1,500 income from other sources.

TABLE VI.—*Statistics of institutions for secondary instruction for 1881, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins —
	Free hand.	Mechanical.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Tooele Seminary .....	.....	.....	.....	.....	.....	.....	.....	.....	\$8	\$1,550	.....	.....	.....	38	September.
Alden Academy .....	x	x	x	x	0	0	200	50	27	1,200	\$0	\$0	\$350	36	September 15.
Colville Indian Industrial Boarding School for Boys.	0	0	x	0	0	0	.....	.....	100	.....	.....	.....	2,000	40	September 1.
St. Paul's School .....	x	x	x	x	0	0	500	200	20, 40, 50	10,000	.....	.....	.....	40	Sept., 1st Thurs.
Whitman Seminary .....	0	0	0	0	0	0	0	0	32-50	215,000	1,000	.....	.....	.....	Sept., 1st Wed.
St. Mary's School .....	.....	.....	x	x	.....	.....	.....	.....	10-20	23,000	.....	.....	.....	40	Sept., 1st Mon.

\* From Report of the Commissioner of Education for 1880.

a Grounds and buildings.



*List of institutions for secondary instruction from which no information has been received.*

Name.	Location.	Name.	Location.
Dadeville Masonic Female Institute.	Dadeville, Ala.	Marietta High School for Boys and Girls.	Marietta, Ga.
Lowery's Industrial Academy.	Huntsville, Ala.	Maysville Institute .....	Maysville, Ga.
La Fayette Male and Female College.	La Fayette, Ala.	Johnston Institute .....	Monroe, Ga.
Germania Institute .....	Talladega, Ala.	Monroe Male and Female Academy.	Monroe, Ga.
Ursuline Institute of St. John Baptist.	Tuscaloosa, Ala.	Newnan Male Seminary .....	Newnan, Ga.
El Dorado High School .....	El Dorado, Ark.	Norwood Academy .....	Norwood, Ga.
Napa Ladies' Seminary .....	Napa City, Cal.	Liberty Academy .....	Pine Level, Ga.
Miss Field's Home Institute.	Oakland, Cal.	Powder Springs School .....	Powder Springs, Ga.
Sackett Academy .....	Oakland, Cal.	Raytown Academy .....	Raytown, Ga.
Sacramento Home School .....	Sacramento, Cal.	Rock Mart Academy .....	Rock Mart, Ga.
Sacramento Institute .....	Sacramento, Cal.	Rome Military Institute .....	Rome, Ga.
Young Ladies' Seminary .....	Sacramento, Cal.	Roswell Academy .....	Roswell, Ga.
Home Institute .....	San Francisco, Cal.	Camden County Academy .....	St. Mary's, Ga.
University Mound College .....	San Francisco, Cal.	Sandersville High School .....	Sandersville, Ga.
St. Mary's Academy of the Sisters of Loretto.	Denver, Colo.	Senoia High School .....	Senoia, Ga.
Everest Rectory School .....	Centreville, Conn.	Smyrna High School .....	Smyrna, Ga.
Brainerd Academy .....	Haddam, Conn.	C. P. Beman School .....	Sparta, Ga.
Kent Seminary .....	Kent, Conn.	Spring Place High School .....	Spring Place, Ga.
Bulkeley School .....	New London, Conn.	Stone Mountain Institute .....	Stone Mountain, Ga.
Hillside School for Boys .....	Norwalk, Conn.	Sugar Valley Academy .....	Sugar Valley, Ga.
The Selleck School .....	Norwalk, Conn.	Excelsior High School .....	Taylor's Creek, Ga.
Boarding and Day School for Young Ladies.	Norwich, Conn.	Thomson School for Boys and Girls.	Thomson, Ga.
Saybrook Seminary .....	Saybrook, Conn.	Union Point High School .....	Union Point, Ga.
Miss Aiken's School .....	Stamford, Conn.	Whitesburg Seminary .....	Whitesburg, Ga.
Betts Military Academy .....	Stamford, Conn.	Wynnton Male and Female Academy.	Wynnton, Ga.
The Maples, Family School for Young Ladies.	Stamford, Conn.	Zebulon High School .....	Zebulon, Ga.
Stratford Academy .....	Stratford, Conn.	Ursuline Convent of the Holy Family.	Alton, Ill.
Alworth Hall .....	Tyler City, Conn.	Notre Dame Academy .....	Bourbonnaise Grove, Ill.
Academy of St. Margaret of Cortona.	Winsted, Conn.	Misses Grant's Seminary .....	Chicago, Ill.
St. Joseph's Academy .....	Jacksonville, Fla.	Park Institute .....	Chicago, Ill.
Ackworth High School .....	Ackworth, Ga.	Sts. Benedict and Scholastica's Select School.	Chicago, Ill.
Adairsville Academy .....	Adairsville, Ga.	Collegiate Institute .....	La Grange, Ind.
Antioch Academy .....	Antioch, Ga.	St. Mary's Academy .....	Notre Dame, Ind.
Mulberry Grove Academy .....	Antioch, Ga.	Academy of the Assumption.	South Bend, Ind.
Means' High School .....	Atlanta, Ga.	Bradford Academy .....	Bradford, Iowa.
Oak Grove High School .....	Bartow County, (17th district), Ga.	Evangelical Lutheran Parish School.	Clayton Centre, Iowa.
Brantley High School .....	Brantley, Ga.	Des Moines Collegiate Institute.	Des Moines, Iowa.
Hickory Head Academy .....	Brooks County, Ga.	Eldora Academy .....	Eldora, Iowa.
Brooks Station Academy .....	Brooks Station, Ga.	St. Joseph's Institute .....	Iowa City, Iowa.
Lodge Academy .....	Bullard's Station, Ga.	Pleasant Plain Academy .....	Pleasant Plain, Iowa.
Byron Academy .....	Byron, Ga.	Troy Academy .....	Troy, Iowa.
Paris Hill Academy .....	Cameron, Ga.	St. Mary's Female Academy .....	Leavenworth, Kans.
Franklin Institute .....	Carnesville, Ga.	St. Ann's Academy .....	Osage Mission, Kans.
Carsonville Academy .....	Carsonville, Ga.	La Rue English and Classical Institute.	Buffalo, Ky.
The Methodist Episcopal School.	Cartersville, Ga.	Columbus College .....	Columbus, Ky.
Chincapin Grove High School	Chincapin Grove, Ga.	Eminence Male and Female Seminary.	Eminence, Ky.
Bethsaida Seminary .....	Clayton County, Ga.	Ghent College .....	Ghent, Ky.
Cochran High School .....	Cochran, Ga.	Franklin Institute .....	Lancaster, Ky.
Corinth School .....	Corinth, Ga.	Lancaster Male Academy .....	Lancaster, Ky.
Crawfordville Academy .....	Crawfordville, Ga.	Home School for Girls .....	Lebanon, Ky.
Culloden High School .....	Culloden, Ga.	Holyoke Academy .....	Louisville, Ky.
Culverton Academy .....	Culverton, Ga.	Graves College .....	Mayfield, Ky.
Cuthbert Male High School .....	Cuthbert, Ga.	Maysville Seminary .....	Maysville, Ky.
Howard Normal Institute .....	Cuthbert, Ga.	Minerva Male and Female College.	Minerva, Ky.
Duluth Academy .....	Duluth, Ga.	Union Academy .....	Morganfield, Ky.
Eastman High School .....	Eastman, Ga.	Henry Male and Female College.	New Castle, Ky.
Jackson Academy .....	Forsyth, Ga.	Jessamine Female Institute .....	Nicholasville, Ky.
Fort Valley Male Academy .....	Fort Valley, Ga.	Prof. W. H. Lockhart's School.	Paris, Ky.
Gainesville High School .....	Gainesville, Ga.	Madison Female Institute .....	Richmond, Ky.
Grantville High School .....	Grantville, Ga.	Fairview Male and Female Seminary.	Simpsonville, Ky.
Hawkinsville Academy .....	Hawkinsville, Ga.	Masonic Institute .....	Somerset, Ky.
Braswell Academy .....	High Shoals, Ga.		
Hogansville School .....	Hogansville, Ga.		
Planters' High School .....	Hollowville, Ga.		
Farmers' High School .....	Houston, Ga.		
Kirkwood High School .....	Kirkwood, Ga.		
La Grange Male High School.	La Grange, Ga.		
Neely's Institute .....	Leesburg, Ga.		

*List of institutions for secondary instruction, &c.—Continued.*

Name.	Location.	Name.	Location.
Academy of St. Catherine of Sienna.	Springfield, Ky.	Leseman's Institute .....	CollegePoint, N.Y.
Spencer Institute .....	Taylorsville, Ky.	Cornwall Heights School ....	Cor wall-on-the-Hudson, N.Y.
Day School for Colored Children.	New Orleans, La.	Coxsackie Academy .....	Coxsackie, N.Y.
McGrew Institute .....	New Orleans, La.	Deansville Academy .....	Deansville, N.Y.
St. Aloysius Academy .....	New Orleans, La.	Hamilton Female Seminary ..	Hamilton, N.Y.
St. Augustine's School .....	New Orleans, La.	School for Young Ladies and Children.	Irvington-on-Hudson, N.Y.
St. Mary's School for Colored Girls.	New Orleans, La.	Union Hall Seminary .....	Jamaica, L.I., N.Y.
China Academy .....	China, Me.	Martin Institute .....	Martinsburg, N.Y.
Fryeburg Academy .....	Fryeburg, Me.	Trinity School .....	New Brighton (S. I.), N.Y.
Lee Normal Academy .....	Lee, Me.	Classical School .....	New York, N.Y. (54 W. 33d st.)
Pembroke School for Boys ..	Baltimore, Md.	Mrs. Froehlich's School .....	New York, N.Y.
School of Letters and Sciences for Boys.	Baltimore, Md.	John MacMullen's School .....	New York, N.Y.
Steuart Hall Collegiate and Commercial Institute.	Baltimore, Md.	M'Le M. D. Tardivel's Institute for Young Ladies.	New York, N.Y.
Brookeville Academy .....	Brookeville, Md.	Moeller Institute .....	New York, N.Y.
Notre Dame of Maryland Collegiate Institute for Young Ladies.	Govanstown, Md.	Mt. Washington Collegiate Institute.	New York, N.Y.
Day and Boarding School for Young Ladies and Children.	Boston, Mass. (West Chester Park).	Murray Hill Institute .....	New York, N.Y.
Mrs. H. S. Hayes' Home and Day School.	Boston, Mass.	St. Vincent's Free School ....	New York, N.Y.
Highland Hall .....	Millbury, Mass.	School for Boys .....	New York, N.Y. (723 6th ave).
Friends' Academy .....	New Bedford, Mass.	Sisterhood of Gray Nuns ...	Ogdensburg, N.Y.
Miss Salisbury's School for Young Ladies.	Pittsfield, Mass.	Bishop's English and Classical School for Boys.	Poughkeepsie, N.Y.
Willow Park Seminary .....	Westboro', Mass.	Mrs. Bockee's Seminary for Young Ladies.	Poughkeepsie, N.Y.
Assumption School .....	St. Paul, Minn.	Brooks Seminary for Young Ladies.	Poughkeepsie, N.Y.
St. Louis School .....	St. Paul, Minn.	Riverview Academy .....	Poughkeepsie, N.Y.
Booneville Institute .....	Booneville, Miss.	Miss Crittenden's English and French Boarding and Day School for Young Ladies.	Rochester, N.Y.
Brookhaven Male Academy ..	Brookhaven, Miss.	Livingston Park Seminary ..	Rochester, N.Y.
Corinth Female College .....	Corinth, Miss.	St. Andrew's Preparatory Seminary.	Rochester, N.Y.
Grenada Female College .....	Grenada, Miss.	Boarding and Day School for Young Ladies.	Rye, N.Y.
Sardis Institute .....	Sardis, Miss.	Temple Grove Seminary .....	Saratoga Springs, N.Y.
Zion Hill High School .....	Union Church, Miss.	Shushan Classical School .....	Shushan, N.Y.
Arcadia College and Academy of the Ursuline Sisters.	Arcadia, Mo.	Mt. Pleasant Military Academy.	Shing Sing, N.Y.
Chillicothe Academy .....	Chillicothe, Mo.	Mountain Institute .....	Suffern, N.Y.
St. Joseph's Academy .....	Edina, Mo.	Irving Institute .....	Tarrytown, N.Y.
Mt. Pleasant College .....	Huntsville, Mo.	Trinity School .....	Tivoli, N.Y.
German Institute .....	St. Louis, Mo.	Hartwell's Family School for Boys.	Unionville, N.Y.
Sedalia Collegiate Institute ..	Sedalia, Mo.	Utica Female Academy .....	Utica, N.Y.
St. Mary's School .....	Virginia City, Nev.	Webster Academy .....	Webster, N.Y.
Beede's Academic and Normal Institute.	Centre Sandwich, N.H.	White Plains Seminary .....	White Plains, N.Y.
Stevens High School .....	Claremont, N.H.	Ravenscroft School .....	Asheville, N.C.
Hillsborough Bridge Union School and Valley Academy.	Hillsborough, N.H.	Judson College .....	Hendersonville, N.C.
Appleton Academy .....	New Ipswich, N.H.	Lincolnton Male and Female Academies.	Lincolnton, N.C.
Coe's Northwood Academy ..	Northwood, N.H.	Raleigh High School .....	Raleigh, N.C.
Dearborn Academy .....	Seabrook, N.H.	Washington School .....	Raleigh, N.C.
Kearsarge School of Practice.	Wilton, N.H.	Buckhorn Academy .....	Riddickville, N.C.
Trinity Hall .....	Beverly, N.J.	Friends' Boarding School .....	Near Barnesville, Ohio.
Boarding and Day School for Young Ladies (Misses Clarkson and Bush).	Elizabeth, N.J.	Hopedale Normal School .....	Hopedale, Ohio.
Hackensack Academy .....	Hackensack, N.J.	Morning Sun Academy .....	Morning Sun, Ohio.
Academy of the Sacred Heart.	Hoboken, N.J.	Northwood Normal and Collegiate Institute.	Northwood, Ohio.
German-American School in the Martha Institute.	Hoboken, N.J.	Salem Academy .....	South Salem, Ohio.
St. Aloysius Academy .....	Jersey City, N.J.	Dague's Collegiate Institute.	Wadsworth, Ohio.
Mt. Holly Academy .....	Mt. Holly, N.J.	Grand Ronde Indian Agency Manual Labor Boarding and Day School.	Grand Ronde, Ore.
Tallman Seminary .....	Paterson, N.J.	Jefferson Institute .....	Jefferson, Ore.
Stevensdale Institute .....	South Amboy, N.J.	Academy of Mary Immaculate	The Dalles, Ore.
Miss Sarah B. Mathews's School.	Summit, N.J.	Linden Female Seminary .....	Doyestown, Pa.
English, French, and Classical Institute.	Albany, N.Y.	Collegiate Institute .....	German town (Phila.), Pa.
St. Elizabeth's Academy .....	Allegany, N.Y.	Friends' Graded School .....	German town (Phila.), Pa.
Young Ladies' Institute .....	Auburn, N.Y.	Linden Hall Seminary .....	Lititz, Pa.
Female Institute of the Visitation.	Brooklyn, N.Y.		
Juvenile High School .....	Brooklyn, N.Y.		
Lockwood's Academy .....	Brooklyn, N.Y.		
St. Mary's School .....	Brooklyn, N.Y.		
Chatham Academy .....	Chatham Village, N.Y.		

*List of institutions for secondary instruction, &c.—Continued.*

Name.	Location.	Name.	Location.
Greenwood Seminary.....	Millville, Pa.	Oak Grove Academy .....	Pin Hook Landing, Tenn.
Classical Institute .....	Philadelphia, Pa. (247 S. 13th st.).	West Tennessee Normal School and Business Institute.....	Ripley, Tenn.
Friends' Central School.....	Philadelphia, Pa. (cor. 15th and Race sts.).	Collegiate Institute.....	Shelbyville, Tenn.
Friends' School.....	Philadelphia, Pa. (4th and Green sts.).	Cumberland Institute.....	Near Sparta, Tenn.
Friends' Select School .....	Philadelphia, Pa. (German town ave.).	Eaton Institute.....	Sparta, Tenn.
Mt. Vernon Seminary and Kindergarten.	Philadelphia, Pa.	Obion College.....	Troy, Tenn.
R. S. Ashbridge's School for Girls.	Philadelphia, Pa.	The Grove Academy .....	The Grove, Texas.
Rugby Academy.....	Philadelphia, Pa.	St. Joseph's College and Diocesan Seminary.	Victoria, Texas.
St. Sauveur French and English School for Young Ladies.	Philadelphia, Pa.	Bristol Academy .....	Bristol, Vt.
School for Young Ladies.....	Philadelphia, Pa. (1519 Walnutst.).	Rural Home .....	Pownal, Vt.
Seminary for Young Ladies and Little Girls.	Philadelphia, Pa. (601 N. 18th st.).	Academy of the Visitation ..	Abingdon, Va.
S. W. Janney and Sisters' Select School.	Philadelphia, Pa.	White Rock Female High School.	Near Fork Union, Va.
Airy View Academy.....	Port Royal, Pa.	Ann Smith Academy .....	Lexington, Va.
Miss Smith's Family and Day School.	West Chester, Pa.	Leache-Wood Seminary .....	Norfolk, Va.
York County Academy .....	York, Pa.	St. Mary's Female Academy.	Norfolk, Va.
English, French, and German Boarding School.	Providence, R. I.	Academy of the Visitation, Monte Maria.	Richmond, Va.
Curryton Baptist High School	Hamburg, S. C.	Union Academy .....	Spout Spring, Va.
Reidville Female College .....	Reidville, S. C.	Hoover's Select High School.	Staunton, Va.
Cairo Institute.....	Cairo, Tenn.	Landon Female School.....	Stevensville, Va.
Buffalo Institute.....	Cave Spring, Tenn.	Wheeling Female Academy..	Mt. de Chantal, W. Va. (near Wheeling).
Charleston Academy.....	Charleston, Tenn.	Shelton College .....	St. Albans, W. Va.
Chattanooga Female Seminary.	Chattanooga, Tenn.	St. Alphonsus' School.....	Wheeling, W. Va.
Culleoka Institute.....	Culleoka, Tenn.	St. Mary's School .....	Wheeling, W. Va.
Huntingdon High School .....	Huntingdon, Tenn.	Albion Academy and Normal Institute.	Albion, Wis.
Irving College.....	Irving College, Tenn.	St. John's Female School .....	Milwaukee, Wis.
South Normal School and Business Institute (academic department).	Jonesboro', Tenn.	The Archer Institute.....	Washington, D. C.
Preparatory department Cumberland University School for Girls.	Lebanon, Tenn.	Emerson Institute.....	Washington, D. C.
Macedonia Male and Female Institute.	Macedonia, Tenn.	English and French Boarding and Day School.	Washington, D. C. (1018 17th street n. w.).
Young Ladies' School (Miss Clara Conway).	Memphis, Tenn.	German and English School ..	Washington, D. C. (505 4th street).
Morristown Male High School	Morristown, Tenn.	Mt. Vernon Institute .....	Washington, D. C.
Brannon Female Institute.....	Mossy Creek, Tenn.	Park Seminary .....	Washington, D. C.
Edgefield Male Academy.....	Nashville, Tenn.	Pinkney Institute .....	Washington, D. C.
Nashville Academy.....	Nashville, Tenn.	St. Cecilia's Academy.....	Washington, D. C.
Southern Union Normal School.	Newbern, Tenn.	St. Matthew's Academy .....	Washington, D. C.
		St. Matthew's Institute.....	Washington, D. C.
		School for Young Ladies.....	Washington, D. C. (New York ave.).
		School for Young Ladies and Children.	Washington, D. C. (908 12th street).
		Academy of the Visitation ..	West Washington, D. C.
		Spencer Academy.....	Doaksville, Ind.
		St. Vincent's Academy.....	Ter. (Choctaw Nation).
		Rocky Mountain Seminary ..	Helena, Mont.
			Salt Lake City, Utah.

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
Centre Hill Academy .....	Centre Hill, Ark.....	Buildings destroyed and school closed.
Pacific College.....	Colusa, Cal.....	Not in existence.
Mills Seminary.....	Mills Seminary, Cal.....	See Table VIII.
Mrs. Posten's Seminary.....	Oakland, Cal.....	Closed.
Leadville Academy.....	Leadville, Colo.....	Suspended.
Maple Grove Academy .....	Green's Farms, Conn.	Building sold and school temporarily closed.
Fitch's Home School for Young Ladies and Boys.	Noroton, Conn.....	See Fitch's Home School, Darien.
Oak Hill Seminary.....	West Haven, Conn...	Closed.
Laurel Classical and Commercial Academy.	Laurel, Del.....	Closed.



TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
St. John Baptist School.....	Milton, Del.....	Removed to Faulkland and name changed to St. John's School.
Clark University .....	Atlanta, Ga.....	See Table IX.
Cedar Creek High School .....	Cedar Creek, Ga.....	Not in existence.
La Hatte's Select School .....	Gainesville, Ga.....	Superseded by the Methodist College.
Jacksonville Academy.....	Jacksonville, Ga.....	Not in existence.
Long Cane Academy.....	Long Cane, Ga.....	Not in existence.
Marietta Military Institute.....	Marietta, Ga.....	Closed.
Nacoochee Male and Female High School.....	Nacoochee, Ga.....	Not in existence.
Rabun Gap High School .....	Rabun Gap, Ga.....	Changed to Rabun Gap Institute.
Smithville High School .....	Smithville, Ga.....	Not in existence.
Wrightsville High School .....	Wrightsville, Ga.....	Closed.
French and English Academy .....	Chicago, Ill. (corner May and Harrison streets).	Removed; not found.
Harvard School .....	Chicago, Ill.....	See Table VII.
Freie Deutsche Schule.....	Danville, Ill.....	Closed.
Freeport Seminary.....	Freeport, Ill.....	Not in existence.
Morgan Park Military Academy .....	Morgan Park, Ill.....	See Table VII.
Spicewood School .....	Boxley, Ind.....	See Spicewood Graded School, Baker's Corner.
Barnett Academy.....	Charlestown, Ind.....	Closed.
Gladeview Seminary and Normal School.....	Denver, Ind.....	Not now in operation.
Hadley's Academy.....	Indianapolis, Ind.....	Succeeded by the Hadley and Roberts Academy.
Friends' School .....	Salem, Ind.....	See Blue River Academy.
Coe Collegiate Institute.....	Cedar Rapids, Iowa.....	Changed to Coe College.
Boardman Seminary .....	Durant, Iowa.....	Closed.
McLeod's Select School .....	Humboldt, Iowa.....	Closed.
Irving Institute .....	Irving, Iowa.....	Closed.
High School .....	Manchester, Ky.....	Removed to House's Store.
Morehouse College .....	Bastrop, La.....	Superseded by Bastrop High School (public).
St. Catharine's Hall .....	Augusta, Me.....	See Table VIII.
Patterson Park Seminary.....	Baltimore, Md.....	Name changed to New Education Seminary.
New Windsor College .....	New Windsor, Md.....	See Table IX.
Newbury Street School .....	Boston, Mass.....	Closed.
Union Park School for Young Ladies.....	Boston, Mass.....	Closed.
English and Classical School.....	Williamstown, Mass.....	Closed.
Convent of the Blessed Sacrament.....	Hokah, Minn.....	See St. Mary's School, apparently under the same control.
Norwood Hall .....	St. Paul, Minn.....	Closed.
Natchez Seminary .....	Natchez, Miss.....	See Table III (normal schools) and Table XI (theological schools).
Louisiana College.....	Louisiana, Mo.....	Name changed to McCune College.
Hope Seminary .....	St. Louis, Mo.....	Closed.
Gay's English and Classical School .....	Concord, N. H.....	Closed.
Milton Classical Institute .....	Milton, N. H.....	Closed.
New Hampton Literary Institution and Commercial College.....	New Hampton, N. H.....	See New Hampton Literary and Biblical Institution.
English and French Boarding and Day School.....	Morristown, N. J.....	This school has united with Miss Longwell's Seminary under the name of Morristown Seminary.
Mrs. Park's Seminary for Young Ladies.....	New Brunswick, N. J.....	Closed; principal gone to the S. S. Seward Institute, Florida, N. Y.
Classical and Bible College .....	Binghamton, N. Y.....	Buildings first occupied by this college and later by Dean Female College have been sold to St. Mary's Catholic Orphanage.
Academic department of Brooklyn Collegiate and Polytechnic Institute.....	Brooklyn, N. Y.....	See full report of Brooklyn Collegiate and Polytechnic Institute, Table IX.
Columbian Institute.....	Brooklyn (209 Clinton ave.), N. Y.....	Removed; not found.
Clinton Liberal Institute .....	Clinton, N. Y.....	Removed to Fort Plain.
East Hamburg Select School .....	East Hamburg, N. Y.....	Closed; building now owned by the town and used for public school.
St. John's School for Boys.....	Manlius, N. Y.....	Reorganized, and name changed to St. John's Military School.
Middleburgh English, French, and Classical Institute.....	Middleburgh, N. Y.....	Closed.
Fort Washington Franco-American College.....	New York, N. Y.....	Name changed to New York Military Academy, and control from Roman Catholic to non-sectarian.
Notre Dame Institute .....	New York, N. Y.....	Transferred to Fort Lee, N. J.
Academy of Our Lady of Angels.....	Peekskill, N. Y.....	Temporarily closed.
Miss Germond's School .....	Peekskill, N. Y.....	Closed.
Graham High School .....	Graham, N. C.....	Changed to Graham Normal College, Table III.
Alum Creek Academy.....	Ashley, Ohio.....	Closed.



TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Miss Nourse's Family and Day School..	Cincinnati, Ohio .....	Sold to Misses Storer and Lupton.
Brooks School for Girls.....	Cleveland, Ohio.....	Not in existence.
Madison Academy.....	Mt. Perry, Ohio.....	Closed.
Andalusia Hall.....	Andalusia, Pa.....	Closed.
The Hannah More Seminary.....	Germantown, Pa.....	Closed.
Penn Hall Academy.....	Penn Hall, Pa.....	This academy suspended in 1880, and reopened August, 1881; has since closed again.
Lititz Academy.....	Lititz, Pa.....	Closed.
New Lebanon Institute.....	New Lebanon, Pa....	Name changed to McElwain Institute.
Classical, Mathematical, and English Seminary.	Philadelphia, Pa. (11 S. Sixteenth st.).	Removed; not found.
East Walnut Street Female Seminary.	Philadelphia, Pa.....	Former principal is in charge of the Institute for Young Ladies at 2045 Walnut st., which latter school now goes under the name of West Walnut Street Seminary for Young Ladies.
Friends' Select School for Girls.....	Philadelphia, Pa.....	Closed.
Miss Laird's Seminary for Young Ladies	Philadelphia, Pa.....	See West Green Street Seminary.
Rawlins' West Philadelphia Academy..	West Philadelphia, Pa.	Name changed to West Philadelphia Latin School, and school transferred to Table VII.
High School for Colored Pupils.....	Charleston, S. C.....	Closed.
Clinton High School.....	Clinton, S. C.....	Succeeded by Clinton College.
Limestone Springs Female High School	Limestone Springs, S. C.	Superseded by the Cooper-Limestone Institute, Gaffney City.
Enon Seminary.....	Butler, Tenn.....	Closed as a secondary school.
Stonewall Male and Female College.....	Cross Plains, Tenn.....	Not in existence.
Friendsville Institute.....	Friendsville, Tenn.....	Succeeded by Friendsville Academy.
West Tennessee Preparatory School..	Mason, Tenn.....	See West Tennessee Seminary.
Mrs. Dr. Milam's School for Girls.....	Paris, Tenn.....	Closed.
Pulaski High School.....	Pulaski, Tenn.....	Identical with Giles College; Giles College is the old name of the school which during the first two years of its present management was known as Pulaski High School.
White Seminary.....	Sparta, Tenn.....	A free school and occasionally a subscription school.
Woolsey's College.....	Woolsey's College, Tenn.	Suspended.
Corpus Christi Military and Commercial Academy.	Corpus Christi, Tex..	Closed.
Live Oak Seminary.....	Near Brenham, Tex..	See Live Oak Seminary, Gay Hill, Tex.
Burlington Young Ladies' School.....	Burlington, Vt.....	Closed.
Jericho Academy.....	Jericho Centre, Vt.....	No academy here; an occasional term or two is held in the academy building.
Lyndon Literary Institution.....	Lyndon Centre, Vt.....	School is practically closed.
Montebello Institute.....	Newberry, Vt.....	Closed.
Newton Academy.....	Shoreham, Vt.....	This academy, which is identical with Shoreham Central High School, is suspended, to be reopened September, 1882.
Webster Military Institute.....	Norfolk, Va.....	Military feature suspended indefinitely and name changed to Webster Scientific and Literary Institute.
Monongalia Academy.....	Morgantown, W. Va	Not in existence.
Elroy Seminary.....	Elroy, Wis.....	Closed.
Monona Academy.....	Madison, Wis.....	Closed.
Sharon Academy.....	Sharon, Wis.....	Closed.
Big Foot Academy.....	Walworth, Wis.....	Superseded by Walworth (public) High School.
Academy of the Visitation.....	Georgetown, D. C....	Name of post office changed to West Washington.
Rosslyn Academy.....	Washington, D. C....	Closed.
Roy's Classical and Mathematical Academy.	Washington, D. C....	Temporarily closed.
San Miguel County Educational and Literary Institute.	Las Vegas, N. Mex...	Not in existence.
Presbyterian Mission School.....	Payson, Utah.....	An elementary school.
Presbyterian Mission School.....	Springville, Utah.....	An elementary school.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.										Number of weeks in scholastic year.
							Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year and did not enter other institutions.	Number of years in full course of study.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
Oak Mount School*	Napa, Cal.	.....	1873	C. M. Walker	Non-sect.	5	7	11	50	10	3	1	7	4	40		
California Military Academy	Oakland, Cal.	0	1865	Rev. David McClure, Ph. D.	Non-sect.	6	.....	.....	80	12	.....	.....	4	3	40		
Oakland High School	Oakland, Cal.	0	1869	J. B. McChesney, A. M.	Non-sect.	9	.....	.....	235	14	9	0	46	3	42		
Jarvis Hall	Denver, Colo.	.....	.....	Rev. H. H. Haynes	P. E.	5	.....	.....	660	.....	.....	.....	.....	.....	.....		
Hartford Public High School	Hartford, Conn.	0	1838	Joseph Hall, A. M.	Non-sect.	16	100	(400)	.....	12	12	4	50	4	40		
Collegiate and Commercial Institute*	New Haven, Conn.	.....	1836	William H. Russell, A. M.	Non-sect.	13	.....	.....	6100	.....	.....	.....	.....	.....	38		
Hopkins Grammar School	New Haven, Conn.	1864	1869	W. L. Cushing, rector.	Non-sect.	8	75	15	0	11	22	6	2	5	37		
Norwich Free Academy	Norwich, Conn.	1854	1856	Rev. William Hutchinson, A. M.	Non-sect.	8	50	1	139	0	5	1	25	4	39		
Connecticut Literary Institution	Sufield, Conn.	1833	1833	Martin E. Smith, A. M.	Baptist	7	11	.....	115	.....	2	.....	.....	3	39		
Woodstock Academy	Woodstock, Conn.	1802	1802	William E. Butten	.....	3	9	.....	59	.....	4	.....	5	3	40		
Academy of Richmond County	Augusta, Ga.	1783	1783	George W. Rains, M. D., LL. D.	Non-sect.	4	40	10	145	.....	3	1	7	6	40		
South Georgia Male and Female College.	Dawson, Ga.	1882	1881	M. A. McNulty, A. M., president	Non-sect.	10	72	191	.....	6	.....	.....	.....	8	38		
Allen Academy and Polytechnic Institute.*	Chicago, Ill. (1832 Michigan avenue and 144 and 146 Twenty-second st.).	.....	1874	Ira Wilder Allen, A. M., LL. D., president.	Non-sect.	15	50	25	48	6	.....	.....	.....	10	40		
Harvard School	Chicago, Ill. (2101 Indiana avenue).	0	1871	John J. Schobinger and John C. Grant.	Non-sect.	6	.....	.....	84	.....	.....	3	.....	.....	40		
Higher School for Boys.	Chicago, Ill. (312 Chicago avenue).	.....	1876	Ch. N. Fessenden	Non-sect.	5	41	10	11	.....	5	2	.....	.....	40		
Knox Academy	Galesburg, Ill.	1837	1838	George Churchill, A. M.	Non-sect.	9	54	61	74	14	12	17	2	3	38		
Whipple Academy	Jacksonville, Ill.	.....	1869	H. W. Johnston, A. M.	Non-sect.	61	10	15	0	.....	.....	.....	.....	.....	38		
Evangelisch-Luthisches Collegium	Mendota, Ill.	1875	1868	Rev. Sigmund Fritschel, D. D.	Ev. Luth.	4	.....	.....	219	.....	.....	.....	.....	4	40		
Morgan Park Military Academy	Morgan Park, Ill.	.....	1873	Ed. N. Kirk Talcott.	Non-sect.	6	5	2	32	1	0	.....	.....	.....	40		

20	St. Francis Solanus College*	Quincy, Ill.	1873	1859	Rev. P. Anselmus Müller, O. S. F., rector.	R. C.	12	(121)				40
21	Indianapolis Classical School	Indianapolis, Ind	1880	1876	Theodore L. Sewall, A. B.	Non-sect.	6					38
22	Roanoke Academy	Roanoke, Ind	1852	1852	Rev. M. De Witt Long, A. M.	Baptist	2					38
23	Burlington University	Burlington, Iowa	1870	1870	E. F. Stearns	Non-sect.	4	2	0	53	1	0
24	Edgewood Little High School*	Edgewood, Me.	1880	1875	J. W. V. Rich	Baptist	4	18	0	109	(d)	3
25	Hebron Academy	Hebron, Me.	1804	1805	W. W. Mayo, A. B.	Baptist	4	15		37	3	3
26	Nichols Latin School	Lewiston, Me.	1868	1868	Ivory F. Frisbee, A. B.	Free Bap.	5	48	6	154	17	3
27	Maine Central Institute	Pittsfield, Me.	1866	1866	J. H. Parsons, A. B.	Free Bap.	6	66	3	124	6	19
28	Waterville Classical Institute	Waterville, Me.	1842	1829	J. H. Hanson, D. D.	Baptist	4	66	3	124	20	3
29	Friends Elementary and High School	Baltimore, Md	0	1864	Edith M. Lamb	Friends	15	18	10	292	6	24
30	University School for Boys	Baltimore, Md	1880	1880	W. S. Marston	Non-sect.	3	17	2	1	5	39
31	Garnett's University School	Ellicott City, Md	1880	1880	James M. Garnett, M. A., LL. D.	Non-sect.	1	13	20		(d)	39
32	Rockville Academy	Rockville, Md	1805	1808	Cooke D. Luckett	Non-sect.	1	4	25		5	42
33	Phillips Academy	Andover, Mass	1778	1778	C. F. P. Bancroft, ph. D.	Non-sect.	8	147	93		27	83
34	Cushing Hall School	Ashburnham, Mass	1805	1875	James E. Vose, principal.	Non-sect.	7			4116	15	4
35	Chauncy Hall School	Boston, Mass. (259 Boyl- ston street).	0	1828	William H. Ladd		20	(278)	9			37
36	Girls' Latin School	Boston, Mass	1878	1878	John Tetlow, A. M.	Non-sect.	7	(140)	0		0	6
37	Private Classical School	Boston, Mass. (20 Boyl- ston Place).	1868	1868	John P. Hopkinson	Non-sect.	5	78	2	3	10	3
38	Private Classical School	Boston, Mass. (40 Winter street).	1866	1866	G. W. C. Noble		5	69		3	10	9
39	Public Latin School	Boston, Mass. (Bedford street).	0	1635	Moses Merrill, A. M.	Non-sect.	14	29	0	330	12	31
40	Cambridge High School	Cambridge, Mass	0	1847	William F. Bratbury	Non-sect.	12	80		351	(d)	16
41	Day and Family School	Cambridge Mass. (123 In- man street).	1865	1865	Josiah Kendall		2	16			12	2
42	Public High School	Concord, Mass	1851	1851	William L. Eaton	Non-sect.	3	10		55	14	1
43	Williston Seminary*	Easthampton, Mass.	1841	1841	Joseph Whitcomb Fairbanks, ph. D.	Non-sect.	9	100	25	70	14	28
44	Preparatory Department in Home School for Young Ladies.	Everett, Mass	1874	1874	Mrs. A. P. Potter	Baptist	(e)	2	2	(e)	15	
45	Lawrence Academy	Groton, Mass	1793	1793	Nathan Thompson, A. M.	Non-sect.	4	15	6	35	(d)	4
46	Elmwood Institute	Lanesborough, Mass.	1877	1877	Rev. A. A. Gilbert, A. M.	Non-sect.	4	0		3	3	30
47	Classical School for Girls	Northampton, Mass	1877	1877	Miss Mary A. Burnham	Cong.	12	23		48	5	
48	Mr. Knapp's Home School for Boys	Plymouth, Mass	1867	1867	Frederick N. Knapp	Non-sect.	4	(16)			10-16	
49	Arms Academy	Shelburne Falls, Mass.	1865	1865	Charles D. Seely, A. M.		5			4126		4
50	St. Mark's School	Southborough, Mass.	1865	1865	Rev. J. I. T. Coolidge, D. D.	P. E.	5	51			12	5
51	Edwards Place School	Stockbridge, Mass.	1855	1855	Ferdinand Hoffman	Non-sect.	1	3	2	1	16	1
52	Family School for Girls	Wellesley, Mass	1881	1881	Miss Julia A. Eastman	Non-sect.	14	12	10	60	8, 9	2
53	West Newton English and Classical School.	West Newton, Mass.	1855	1854	Nathaniel T. Allen	Non-sect.	14	12	10	60	8, 9	2
54	Worcester Academy	Worcester, Mass	1834	1834	Nathan Leavenworth, A. M.	Baptist	4	35	4	43	12	6
55	Melchior Military Academy	Orchard Lake, Mich	1877	1877	Cal. J. Summer Rogers, sup't	Non-sect.	10	16	84		6	4
56	Smith Academy	St. Louis, Mo.	1853	1857	Denham Arnold, A. M.	Non-sect.	20	42	35	302	11	6
57	Astin Academy*	Centre Stratford, N. H.	1830	1830	W. H. Judkins	Free Bap.	1	475		440		6
58	St. Paul's School	Concord, N. H.	1855	1856	Rev. Henry A. Coit, D. D.	P. E.	18	18	10	30	12	34
59	Phillips Exeter Academy	Exeter, N. H.	1781	1783	Albert C. Perkins, ph. D.	Non-sect.	6	1202	4	28	13	41

\* From Report of the Commissioner of Education for 1880.

a Whole number of students.

b Average attendance for all departments.

c See Table VI.

f In 1879.

e See Table VI.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Students.										Number of weeks in scholastic year.	
						Number of instructors.	Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year and did not enter other institutions.	Number of years in full course of study.	Number of years in scholastic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
60 Kimball Union Academy .....	Meriden, N. H. ....	1813	1815	Marshall R. Gaines, A. M. ....	Cong. ....	4	25	5	62	...	a5	...	6	3	39		
61 McColton Institute .....	Mt. Vernon, N. H. ....	1860	1860	Lucian Hunt, A. M. ....	Cong. ....	4	15	0	22	12	...	...	5	4	38		
62 Colby Academy* .....	New London, N. H. ....	1837	1836	James P. Dixon, A. M. ....	Baptist. ....	7	32	2	40	15	0	0	5	4	38		
63 Farnum Preparatory School .....	Beverly, N. J. ....	1856	1856	J. Fletcher Street, A. M. ....	...	5	2	...	118	12	...	...	2	13	40		
64 Burlington College* .....	Burlington, N. J. ....	1846	1846	Rev. Edward Maxwell Kelly, A. M., rector. ....	P. E. ....	7	15	10	25	12	10	2	38	6	39		
65 Peddie Institute* .....	Hightstown, N. J. ....	1866	1869	Rev. E. J. Avery, A. M., president. ....	Baptist. ....	10	20	10	110	10	8	0	2	4	40		
66 Stevens High School .....	Hoboken, N. J. ....	...	1870	Rev. Edward Wall, A. M. ....	Non-sect. ....	8	9	24	24	...	...	11	2	5	36		
67 Rutgers College Grammar School .....	New Brunswick, N. J. ....	...	1770	Rev. De Witt Ten Broeck Kellogg, A. M., rector. ....	Ref. Ch. ....	9	...	...	...	...	...	...	...	5	...		
68 Cazenovia Seminary .....	Cazenovia, N. Y. ....	1825	1824	Rev. J. D. Phelps, A. M. ....	M. E. ....	10	100	12	120	(b)	12	1	14	3, 4	39		
69 Claverack College and Hudson River Institute.* .....	Claverack, N. Y. ....	{1779} {1854	1779	Rev. Alonzo Flack, Ph. D. ....	Non-sect. ....	e21	d00	d10	d162	(b)	8	4	4	2, 3, 4	39		
70 Fort Edward Collegiate Institute. ....	Fort Edward, N. Y. ....	1854	1854	Rev. Joseph E. King, Ph. D., D. D. ....	Non-sect. ....	13	...	...	...	...	...	...	...	3	39		
71 Colgate Academy .....	Hamilton, N. Y. ....	1853	1832	Rev. Francis W. Towle, Ph. D. ....	Baptist. ....	6	54	10	38	13	20	0	3	3, 4	38		
72 Cook Academy .....	Havana, N. Y. ....	1872	1873	Albert C. Hill, A. B. ....	Baptist. ....	8	...	e106	...	...	...	...	...	...	...		
73 Ithaca High School .....	Ithaca, N. Y. ....	1875	1875	D. O. Barto .....	...	5	4	26	117	(b)	8	...	7	4	40		
74 Private Preparatory School .....	Ithaca, N. Y. ....	0	1876	Bela P. MacKoon and L. A. Wait. ....	Non-sect. ....	3	...	(25)	...	13	(25)	...	...	...	31		
75 Kinderhook Academy .....	Kinderhook, N. Y. ....	1823	1824	John B. Alexander, A. M. ....	Reformed. ....	2	3	6	25	9	2	...	...	3	40		
76 Kingston Free Academy .....	Kingston, N. Y. ....	1795	1773	Francis J. Cheney, A. M. ....	...	5	6	3	86	(b)	0	1	10	3	42		
77 Siglar's Preparatory School .....	Newburgh, N. Y. (Semi-nary Place). ....	...	1863	Henry W. Siglar, M. A. ....	Non-sect. ....	3	23	2	20	8	6	0	8	6	38		



78	Charlier Institute	New York, N. Y. (Central Park)	0	1855	Prof. Elic Charlier, director	Non-sect.	25	40	20	140	7	10	5	20	10	39
79	Columbia Grammar School	New York, N. Y. (323 Fourth avenue)	1763	1855	R. S. Bacon, M. D., and B. H. Campbell, A. M.	Non-sect.	16	75	55	63	(6)	15	8	12	6	40
80	New York Latin School	New York, N. Y. (8 East Forty-seventh street)	1874	1855	Virginus Dabney	Non-sect.	10	40	20	8	(6)	2	1	2	7	40
81	Preparatory Scientific School	New York, N. Y. (341 Madison avenue)	1872	1855	Prof. Alfred Colin, M. E.	Non-sect.	3	0	16	2	(6)	0	3	5	3	38
82	University Grammar School*	New York, N. Y. (1481 Broadway)	1837	1855	M. M. Hobby and William L. Akin, A. M.	Non-sect.	8	25	10	46	7	2	6	.....	(6)	40
83	Mohegan Lake School	Peekskill, N. Y.	1850	1855	W. C. Wilcox	Presb.	6	4	5	31	10	0	3	5	4	40
84	Cottage Hill School	Poughkeepsie, N. Y.	1880	1855	John Milley	Non-sect.	4	7	0	16	(6)	0	0	2	12	40
85	Bradford Mansion School	Rye, N. Y.	1869	1855	Rev. Charles Jewett Collins, A. M.	Non-sect.	5	30	10	15	8	2	1	0	8	40
86	Park Institute	Rye, N. Y.	1872	1855	Henry Tatlock, M. A.	P. E.	4	8	4	16	7	4	1	2	4	40
87	Fairview Institute	Saratoga Springs, N. Y.	1855	1855	Otto von Bolow	Non-sect.	7	46	32	102	(6)	11	0	13	3	42
88	Union Classical Institute	Schenectady, N. Y.	1869	1855	Charles S. Halsey	P. E.	9	(80)	10-15	2	2	2	2	9	6	40
89	St. John's School	Sing Sing, N. Y.	1857	1855	Rev. J. Breckenridge Gibson, D. D., rector.	P. E.	7	18	6	24	(6)	2	2	2	7	40
90	De Veaux College	Suspension Bridge, N. Y.	1867	1855	Rev. George Herbert Patterson, A. M., president.	Non-sect.	5	25	10	30	(6)	1	0	5	6	40
91	Boys. M. R. Hooper's Academy for	Yonkers, N. Y.	1855	1855	Rev. M. R. Hooper, A. M.	Non-sect.	16	40	20	100	6	.....	.....	8	40	
92	Chickering Classical and Scientific Institute.	Cincinnati, Ohio (George street, between Smith and John streets)	1863	1855	W. H. Venable, A. M.	P. E.	5	15	.....	.....	7	.....	.....	.....	40	
93	Collegiate School	Cincinnati, Ohio (180 Elm street)	1874	1855	Rev. J. Babin, A. B.	Non-sect.	5	.....	.....	.....	7-10	.....	.....	10	39	
94	Brooks Military Academy	Cleveland, Ohio (Sibley street)	1837	1855	Amos H. Thompson	P. E.	5	15	18	27	(6)	12	5	0	4	38
95	Kenyon Grammar School	Gambier, Ohio	1877	1855	Rev. F. S. Luther, A. M., head master.	Non-sect.	5	24	13	27	12	4	1	6	4	40
96	Miami Classical and Scientific Training School for Boys.	Oxford, Ohio	1793	1855	Isaiah Trufant, A. M., and Byron F. Marsh, A. M.	Non-sect.	3	15	5	20	12	4	2	10	5	39
97	Chambersburg Academy	Chambersburg, Pa.	1784	1855	J. H. Shumaker, Ph. D.	Non-sect.	10	150	10	30	8	9	3	13	3, 5	40
98	Germanatown Academy	Germanatown, Pa. (School Lane)	1844	1855	William Kershaw, A. M., Ph. D.	M. E.	14	15	20	155	12	1	2	5	3, 4	40
99	Wyoming Seminary	Kingston, Pa.	1836	1855	Rev. David Copeland, Ph. D., D. D.	Reformed	5	30	.....	6	(6)	.....	.....	2, 4	39	
100	Franklin and Marshall Academy	Lancaster, Pa.	1846	1855	Rev. James Crawford, A. M., rector.	Baptist	6	31	15	25	.....	13	3	2	3	40
101	University Academy	Lewisburg, Pa.	1815	1855	William E. Martin, A. M.	Non-sect.	7	22	2	110	5	0	0	5	12	39
102	Lewisburg Academy	Lewisburg, Pa.	1853	1855	W. H. Schnyler, Ph. D.	Non-sect.	4	6	80	.....	.....	.....	.....	.....	(6)	40
103	Cumberland Valley Institute*	Mechanicsburg, Pa.	1868	1855	S. C. Beitzel and Marvin J. Eckels, A. B.	Reformed	8	18	17	41	(6)	.....	.....	9	5	42
104	Palatinate College	Myerstown, Pa.	1857	1855	Rev. George B. Russell, D. D., president.	Non-sect.	4	4	7	29	9	4	3	7	3, 4	40
105	North Wales Academy	North Wales, Pa. (box 41)		1857	S. U. Brunner	Non-sect.	4	4	7	29	9	4	3	7	3, 4	40
106	Fewsmith Classical School	Philadelphia, Pa. (1008 Chestnut street)		1857	William Fewsmith, M. A.	Non-sect.	4	4	7	29	9	4	3	7	3, 4	40

\* From Report of the Commissioner of Education for 1880.  
 a Entered theological seminary and college.  
 b Not specified.  
 c For all departments.  
 d Probably includes students reported in Table VIII.  
 e Whole number of students.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1881, &amp;c.—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.								Number of weeks in scholastic year.	
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year and did not enter other institutions.	Number of years in full course of study.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
107	North Broad Street Select School for Young Men and Boys.	Philadelphia, Pa. (700 N. Broad street).	0	1868	George Eastburn, M. A.	Non-sect.	8	35	3	88	10	3	1	7	6	40	
108	Preparatory School for Lehigh University.	South Bethlehem, Pa.		1878	Wm. Ulrich.	Non-sect.	5	3	14	36	6	17			4	40	
109	West Philadelphia Latin School	West Philadelphia, Pa. (509 S. 42d street).			James Morgan Rawlins, A. M.		3	10				1				40	
110	York Collegiate Institute.	York, Pa.	1873	1873	Rev. James McDougall, jr., Ph. D.	Presb.	7	20	5	75	(a)	3	2	7	5	40	
111	Preparatory School.	Bristol, R. I.			Rev. John H. Converse												
112	Greenwich Academy	East Greenwich, R. I.	1802	1802	Rev. Francis D. Blakeslee, A. M.	M. E.	12			6143					3	40	
113	English and Classical School.	Providence, R. I. (49 Snow street).	0	1864	William A. Mowry, A. M., and Charles B. Goff, A. M.		15	96	8	134	8	18	4	16	10	39	
114	University Grammar School*	Providence, R. I.		1764	Merrick Lyon, A. M., M. D., and Emory Lyon, A. M., M. D.	Baptist	6	35	5	12	8	8		3	4-7	38	
115	Mt. Zion Institute*	Winnboro', S. C.	1773	1777	R. Means Davis	Non-sect.	4	20		130		1	1	2	4	40	
116	McKenzie College	McKenzie, Tenn.	1870	1871	Rev. E. B. Chappell, A. B., and Granville Goodloe, A. M.	M. E. So	6	15	20	160	(a)			7	40		
117	Tallahoma College.	Tallahoma, Tenn.	1877	1876	Rev. J. M. Carter, A. M., pres't.	M. B.	5	20	17	188	6	36	10			40	
118	Burr and Burton Seminary*	Manchester, Vt.	1829	1833	Rev. James Fletcher, A. M.	Cong	5	16	12	60	(a)	3	0	2	3	40	
119	Green Mountain Seminary	Waterbury Centre, Vt.	1862	1869	Miss Lizzie Colley	Free Will Baptist.	4	4	4		75	(a)	0	0	0	4	36
120	Kenmore University High School.	Amherst C. H., Va.		1872	H. A. Strode		2									40	
121	Bellevue High School.	Bellevue, Va.	0	1866	William R. Abbot	P. E.	3	(31)	14			(6)		3	6	40	
122	Norwood High School and College.	Norwood, Va.	(1865)	1865	R. H. Willis, jr.	Non-sect.	4	22	6	7	14	6	2	6	6	38	
123	University School*	Petersburg, Va.	(1872)	1865	W. Gordon McCabe, A. M.		3	(71)			12	12	3	20		40	

124	Hanover Academy	Taylorsville, Va.	1849	Col. Hilary P. Jones, M. A.	Non-sect.	4	20	5	12	14	10	2	7	4	39
125	Shenandoah Valley Academy	Winchester, Va.	0	C. L. C. Minor, M. A., LL. D.	Non-sect.	5	33	9	24	11	4	1	5	5	40
126	Wayland University	Beaver Dam, Wis.	1855	Rev. Nathan E. Wood, M. A.	Baptist	7	12	18	90	.....	.....	.....	5	3	39
127	Berlin High School	Berlin, Wis.	1857	C. M. Gates	.....	14	3	4	90	.....	3	.....	1	4	40
128	Markham Academy	Milwaukee, Wis.	0	Albert Markham	Non-sect.	4	27	11	40	.....	4	.....	2	6	40
129	Grammar School of Racine College*	Racine, Wis.	1852	Gerald R. McDowell, A. M., head master.	P. E.	9	68	41	.....	10	.....	.....	.....	6	38
130	Racine Academy*	Racine, Wis.	0	John G. McMynn, A. M.	Non-sect.	5	15	8	65	10	3	0	9	(a)	40

\*From Report of the Commissioner of Education for 1880.

a Not specified.

b Enrolment in all classes for the winter term.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1881, &amp;c.—Continued

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

1	Name.	17 Has the school a chemical laboratory?	18 Has the school a philosophical cabinet and apparatus?	19 Has the school a gymnasium?	Library.		22 Annual charge to each student for tuition.	23 Average cost of board and lodging per annum.	Property, income, &c.				28 Scholastic year begins—
					20 Number of volumes.	21 Increase in the last school year.			24 Value of grounds, buildings, and apparatus.	25 Amount of productive funds.	26 Income from productive funds.	27 Receipts for the last year from tuition fees.	
1	Oak Mount School*.....	.....	x	.....	250	50	\$70	\$250	\$7,000	.....	.....	\$3,500	August 1.
2	California Military Academy.....	x	x	x	1,500	.....	.....	360	80,000	.....	.....	800	July, 3d Mon.
3	Oakland High School.....	x	x	0	400	0	.....	.....	35,000	\$0	.....	.....	July.
4	Jarvis Hall.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,000	May 15.
5	Harford Public High School.....	.....	.....	x	2,000	200	.....	.....	630,000	0	.....	.....	September.
6	Collegiate and Commercial Institute*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Hopkins Grammar School.....	.....	x	x	10,000	400	65	.....	75,000	1,000	150	6,067	September.
8	Norwich Free Academy.....	x	x	x	1,500	100	45	.....	100,000	150,000	7,500	3,400	Sept., 2d Wed.
9	Connecticut Literary Institution.....	x	x	0	500	30	36	.....	30,000	30,000	.....	.....	September.
10	Woodstock Academy.....	x	x	0	0	0	20-30	.....	135	12,000	400	850	September.
11	Academy of Richmond County.....	0	0	0	0	0	17	.....	130	50,000	4,000	1,100	October 1.
12	South Georgia Male and Female College.....	0	0	0	301	301	30	.....	40,000	50,000	0	.....	September 5.
13	Allen Academy and Polytechnic Institute*.....	x	x	.....	2,350	50	60-160	280	15,000	.....	.....	.....	Sept., 1st Mon.
14	Harvard School.....	x	x	.....	0	0	80-150	.....	16,500	.....	.....	10,000	September 15.
15	Higher School for Boys.....	x	x	.....	500	.....	.....	.....	.....	.....	.....	.....	September 7.
16	Knox Academy.....	(e)	(f)	x	(e)	50	125-150	.....	(e)	(e)	(e)	2,319	Sept., 1st Thurs.
17	Whipple Academy.....	(f)	(f)	.....	(f)	.....	18	.....	(f)	(f)	(f)	.....	Sept., 2d Thurs.
18	Evangelisch-Lutherisches Collegium.....	.....	.....	.....	200	.....	.....	.....	2,000	.....	.....	.....	June 20.
19	Morgan Park Military Academy.....	0	0	.....	410	10	30	.....	50,000	0	.....	.....	Sept., 2d Tues.
20	St. Francis Solanus College*.....	.....	.....	.....	1,300	.....	.....	.....	31,500	.....	7,287	3,000	Sept., 2d Wed.
21	Indianapolis Classical School.....	.....	.....	x	.....	.....	100	.....	.....	.....	.....	.....	.....





TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1881, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	17	18	19	Library.		Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Property, income, &c.				Scholastic year begins—
				Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?			Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	
1	20	21	22	23	24	25	26	27	28			
Burlington College*				\$200	\$50,000							September 8.
Peddie Institute*	x	x	600	150	100,000	\$0	\$0	\$3,000				September 2.
Stevens High School	(b)	(b)	60-150	2300	226,000			4,335				Sept., 2d Wed.
Rutgers College Grammar School	x	x	36-72	136	60,000	6,000	360	4,500				September 1.
Cazenovia Seminary	x	x	21-33	100-300	61,214			11,123				September 6.
Claverack College and Hudson River Institute.*	x	x	102	164	60,000							September 12.
Fort Edward Collegiate Institute.	x	x	400	130	62,000	55,000	3,130	2,920				Sept., 2d Wed.
Colgate Academy	0	x	214	165,708	18,600	3,000	150	224,614				Sept., 1st Mon.
Cook Academy	x	x	787	160				829				September 15.
Ithaca High School	x	x	0	260	2,500	0	0	2,000				September 1.
Private Preparatory School	0	0	1	48	45,328	5,000	200	320				Sept., 2d Tues.
Kindershook Academy	0	x	10	189	30,000							September 20.
Kingston Free Academy	0	x	750	400	500,000							September 19.
Siglar's Preparatory School.	0	0	450	400								Sept., 2d Mon.
Charlier Institute	x	x	4,000	100-250								September 13.
Columbia Grammar School	x	x		250								September 15.
New York Latin School	x	x	150	400	91,000	0	0	10,000				September 14.
Preparatory Scientific School.	x	x	0	400	7275	0	0	4,200				September 1.
University Grammar School*	0	0	0	340	30,000	0	0	20,000				September 13.
Mohegan Lake School	0	0	400	60								September 15.
Cottage Hill School.	x	x	25									September 1.
Bradford Mansion School.	x	x	150	2345	40,000							September 14.
Park Institute	x	x	0	2000	25,000	0	0	5,000				September 15.
Fairview Institute	0	x	20	(400)	15,000							September 1.
Union Classical Institute.	0	x	36	183	17,600	0	0	1,000				Sept., 2d Tues.
St. John's School	x	x	4	2000	70,000							



*List of preparatory schools from which no information has been received.*

Name.	Location.	Name.	Location.
Berkeley Gymnasium .....	Berkeley, Cal.	Greylock Institute.....	South Williams- town, Mass.
Santa Barbara College.....	Santa Barbara, Cal.	Springfield Collegiate Insti- tute.....	Springfield, Mass.
Yale School.....	Chicago, Ill. (103 Ashland ave.).	Mr. Kinne's School .....	Ithaca, N. Y.
Bethlehem Academy .....	Elizabethtown, Ky.	Anthron Grammar School ....	New York, N. Y.
Houlton Academy.....	Houlton, Me.	De La Salle Institute .....	New York, N. Y. (48 Second street).
West Lebanon Academy ....	West Lebanon, Me.	Easton Classical and Mathe- matical School.....	Easton, Pa.
English High School.....	Boston, Mass.	The Hill School.....	Pottstown, Pa.
Private Latin School .....	Boston, Mass. (80 Charles street).	Rogers High School .....	Newport, R. I.
Monson Academy.....	Monson, Mass.		
Adams Academy.....	Quincy, Mass.		

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
Franciscan College .....	Santa Barbara, Cal ..	Closed to secular students in 1878, and only students for the holy ministry are, at present, admitted to finish the ecclesiastical course; see Table XI.
The Athenæum Academy.....	Chicago, Ill.....	No classical nor scientific preparatory students reported as being at the Athenæum in 1881.
Classical School.....	Dubuque, Iowa.....	Closed.
English and Classical School for Boys..	Boston, Mass. (10 Somerset street).	Removed; not found.
Brittain Brothers' Preparatory Scien- tific School.....	New York, N. Y. (1267 Broadway).	Not found.
Milnor Hall .....	Gambier, Ohio .....	See Kenyon Grammar School; identical.
Department of preparatory instruction in Oberlin College.	Oberlin, Ohio .....	See report of Oberlin College, Table IX.
Lapham Institute.....	North Scituate, R. I..	Closed.



TABLE VIII. — Statistics of institutions for the superior instruction of women for 1881; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	Number in college department.				
												In regular course.	In special or partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	Union Female College	Enfauia, Ala.	1852	1853	F. B. Moodie	Non-sect	8	3	5	20	70	2	—	92	—	3
2	Florence Synodical Female College	Florence, Ala.	1855	1850	Charles P. Walker, A. M.	Presb.	8	1	7	30	64	15	—	133	—	0
3	Huntsville Female College	Huntsville, Ala.	1852	1852	Rev. A. B. Jones, A. M.	M. E. So.	10	1	9	23	86	10	—	119	—	0
4	Huntsville Female Seminary (Rotherwood Home)	Huntsville, Ala.	1829	1829	Mrs. F. R. Ross	Presb.	7	2	5	—	—	—	—	80	—	0
5	Judson Female Institute	Marion, Ala.	1839	1839	Rev. L. R. Gwaltney, D. D.	Baptist	12	2	10	48	74	9	2	133	—	—
6	Marion Female Seminary	Marion, Ala.	1842	1836	Rev. H. R. Raymond, D. D.	Non-sect	9	2	7	18	71	3	5	97	—	0
7	Synodical Female Institute*	Talladega, Ala.	1858	1858	Mrs. M. K. Craig	Presb.	5	5	—	3	40	43	—	83	—	—
8	Alabama Central Female College	Tuscaloosa, Ala.	1858	1858	A. K. Yancey, Jr.	Non-sect	12	2	10	46	87	—	—	133	—	—
9	Alabama Conference Female College*	Tuskegee, Ala.	1855	1856	John Massey, LL. D.	Meth.	8	2	6	40	103	1	2	146	—	0
10	Young Ladies' Seminary	Benicia, Cal.	0	1852	Mrs. Mary Atkins Lynch	Non-sect	14	6	8	70	45	5	0	120	—	0
11	Mills Seminary	San Jose, Cal.	1877	1871	Rev. C. T. Mills, D. D.	Non-sect	21	4	17	—	—	—	—	180	—	0
12	College of Notre Dame	San Jose, Cal.	1871	1851	Sister Marie Cornelle	R. C.	17	2	15	5	32	1	4	102	—	0
13	Hartford Female Seminary*	Hartford, Conn.	1827	1815	William T. Gage, A. M.	Non-sect	9	3	6	1	20	—	7	100	—	—
14	Wesleyan Female College*	Wilmington, Del.	1841	1837	Rev. James M. Williams, A. M.	M. E.	9	4	5	2	37	—	0	74	—	0
15	Lucy Cobb Institute	Athens, Ga.	1858	1858	Miss M. Rutherford	Non-sect	12	5	7	20	36	25	14	95	—	—
16	Columbus Female College	Columbus, Ga.	1875	1875	G. R. Glenn, A. M.	Non-sect	10	5	5	2	20	97	3	120	—	—
17	Andrew Female College	Cuthbert, Ga.	1854	1854	Rev. Howard W. Key, A. M.	Non-sect	8	4	4	1	51	60	19	130	—	2
18	Dalton Female College*	Dalton, Ga.	1873	1872	Rufus W. Smith, A. M.	Meth.	6	3	3	1	49	69	7	169	—	5
19	Georgia Baptist Seminary for Young Ladies	Gainesville, Ga.	1878	1878	Rev. William Clay Wilkes, A. M.	Baptist	6	3	3	1	74	38	6	207	—	—
20	Griffin Female College	Griffin, Ga.	1848	1849	A. B. Niles, A. M.	Non-sect	6	2	4	1	30	71	—	101	—	0
21	La Grange Female College	La Grange, Ga.	1846	1846	James R. Mayson	Meth.	8	2	6	2	40	64	0	104	—	0
22	Southern Female College	La Grange, Ga.	1848	1842	L. F. Cox, A. M.	Non-sect	10	2	8	50	68	12	5	135	—	1

\* From Report of the Commissioner of Education for 1880.

a Includes students in art, language, and music departments.

b Includes students in music and art.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.			Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.				Number in preparatory department.	Number in collegiate department.				
									In regular course.	In special or partial course.	Number of graduate students.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
Wesleyan Female College*	Macon, Ga.	1836	1839	Rev. W. C. Bass, D. D.	M. E. So.	13	5	8	2	40	165	18	...	223	6		
Georgia Female College	Madison, Ga.	1849	1849	P. W. Butler, A. M.	Non-sect	4	2	2	1	35	42	5	...	82	...		
College Temple.	Newnan, Ga.	1853	1853	M. P. Kellogg, A. M.	Non-sect	6	2	4	1	25	75	...	...	100	...		
Houston Female College*	Perry, Ga.	1853	1853	P. W. Johnson	Baptist.	3	...	...	...	...	...	...	...	65	...		
Rome Female College	Rome, Ga.	1856	1856	Rev. J. M. M. Caldwell	Presb.	7	3	4	1	...	...	...	...	116	...		
Shorter Female College.	Rome, Ga.	1877	1873	Rev. B. D. Mallary, A. M.	Baptist	9	3	6	3	58	93	9	2	162	0		
Young Female College	Thomasville, Ga.	1877	1869	John E. Baker, A. M.	Non-sect	5	1	4	1	18	75	...	...	93	...		
Seminary of the Sacred Heart*	Chicago, Ill.	1869	1869	Mother Neelkorn, superior.	R. C.	(b)	(b)	(b)	(b)	89	46	22	...	239	...		
Woman's College of the North-western University.*	Evanston, Ill.	1869	1869	Oliver Marcy, LL. D., acting president. a	M. E. ...	(b)	(b)	(b)	(b)	...	...	...	...	150	...		
Knox Seminary*	Galesburg, Ill.	1847	1847	Newton Bateman, LL. D.	Non-sect	(b)	(b)	(b)	(b)	...	41	...	...	41	0		
Almira College.*	Greenville, Ill.	1839	1835	Mrs. Florence K. Houghton.	Non-sect	7	...	7	...	17	32	34	...	83	1		
Highland Hall College for Women.*	Highland Park, Ill.	1876	1876	Prof. Nathaniel Butler, Jr., A. M.	Non-sect	11	3	8	...	...	...	...	...	62	...		
Illinois Female College.	Jacksonville, Ill.	1863	1847	Rev. William F. Short, D. D.	M. E.	17	5	12	2	14	95	75	...	184	...		
Jacksonville Female Academy.	Jacksonville, Ill.	1835	1830	E. F. Bullard, A. M.	Presb.	8	2	6	3	...	68	28	3	99	...		
St. Mary's School.	Knoxville, Ill.	1835	1863	Rev. C. W. Leffingwell, D. D., rector.	P. E.	14	3	11	...	15	70	35	...	120	...		
Ferry Hall, Lake Forest University.	Lake Forest, Ill.	1857	1869	Rev. D. S. Gregory, D. D.	Presb.	16	7	9	1	52	50	5	0	107	0		
Chicago Female College*	Morgan Park, Ill.	1874	1875	Gilbert Thayer, LL. D.	Non-sect	12	6	6	1	12	44	12	2	70	0		
Mt. Carroll Seminary	Mt. Carroll, Ill.	1852	1853	Mrs. F. A. W. Shimer	Baptist.	14	2	12	...	...	...	...	...	150	...		
Rockford Seminary	Rockford, Ill.	1847	1849	Miss Anna P. Sill	Cong. & Presb.	16	3	13	4	60	53	80	8	201	3		
De Pauw College for Young Women.	New Albany, Ind.	1852	1852	T. A. Friedley	M. E.	6	1	5	1	19	23	29	...	71	15		
St. Mary's Academic Institute	St. Mary's, Ind.	1840	1840	Sister Superior.	R. C.	20	...	20	...	...	...	...	7	145	...		



TABLE VIII.—Statistics of institutions for the superior instruction of women for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.				
											In regular course.	In special or partial course.	Number of graduates.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
82	Bradford Academy	1804	1803	Miss Annie E. Johnson	Non-sect	11	1	10		27	70	50		147	1
83	Smith College.	1870	1875	Rev. L. Clark Seelye, D. D.	Non-sect	21	12	9			192	35	0	254	7
84	Wheaton Female Seminary*	1837	1834	Rev. Mortimer Blake, D. D.	Cong	10	1	9						80	
85	Maplewood Institute for Young Ladies.	1848	1841	Rev. Charles V. Spear, A. M.	Cong	11	5	6	1	6	60	7	0	73	
86	Mount Holyoke Female Seminary	1836	1837	Miss Julia E. Ward	Non-sect	27		27			249		2	251 (b)	13
87	Wellesley College	1870	1875	Miss Alice E. Freeman, B. A., acting and vice president.	Non-sect	43	6	37			275	212	3	450	13
88	Michigan Female Seminary	1856	1866	Miss M. H. Sprague.	Presb.	7								51	
89	Young Ladies' Seminary and Collegiate Institute.	1850	1849	C. C. Wetzel.	Non-sect	6								52	
90	St. Mary's Hall	1866	1866	Rt. Rev. H. B. Whipple, D. D., rector.	P. E.	11	2	9	2					120	
91	Bennet Seminary	1871	1870	Miss Esther E. Kenyon	Non-sect	10	1	9	2	20	55			75	
92	Blue Mountain Female College	1877	1873	Rev. M. P. Lowrey, D. D.	Non-sect	9	2	7	1	31	76			107	
93	Whitworth College	1860	1859	Rev. H. F. Johnson, D. D.	Meth	18	4	14		56	233		2	291	0
94	Central Female Institute	1853	1853	Rev. Walter Hillman, A. M., LL. D.	Baptist	8	2	6		58	61	0	0	119	0
95	Franklin Female College	1849	1849	Mrs. M. B. Clark	Non-sect	5		5						70	
96	Meridian Female College	1866	1865	Rev. T. A. Moore	Baptist	6	2	4		40				123	
97	Union Female College*	1854	1855	Rev. J. S. Howard, A. M.	Cumb. P.	7	1	4	1	40	65	5		110	
98	Chickasaw Female College	1852	1852	William V. Frierson	Presb.	5	1	6	2	68	41	1	1	111	0
99	Lea Female College	1877	1877	Rev. Charles H. Otken, A. M.	Baptist	6	1	5	1	15	32	0	0	47	0
100	Christian Female College	1850	1850	George S. Bryant, A. M.	Christian	8	1	7	1	50	95			145	
101	Stephens Female College	1857	1856	R. P. Rider	Baptist	10	3	7	2	74	90	10	5	179	
102	Howard College	1858	1858	Rev. J. H. Pritchett, A. M.	M. E. So.	9	4	5	3	60	70			130	
103	Fulton Synodical Female College	1870	1871	Rev. B. H. Charles	Baptist	12	4	8	1	40	103	0	3	146	0
104	Independence Female College	1871	1871	A. Carroll	Presb.	5	1	4	1	18	25	4		47	



105	St. Louis Seminary	Jennings, Mo. (near St. Louis).	1871	1872	1873	Non-sect	4	1	3	35	35	35
106	St. Teresa's Academy <sup>d</sup>	Kansas City, Mo.	1866	1868	1866	R. C.	12	2	10	0	33	111
107	Baptist Female College	Lexington, Mo.	1855	1857	1855	Baptist	12	2	10	0	33	133
108	Central Female College*	Lexington, Mo.	1869	1869	1870	M. E. So.	14	3	11	2	71	93
109	The Elizabeth Hall Female Seminary	Lexington, Mo.	1859	1859	1860	Presb.	14	3	11	2	71	141
110	Hardin Female College	Mexico, Mo.	1873	1873	1873	Baptist	6	1	5	2	29	108
111	Lindenwood College for Young Ladies*	St. Charles, Mo.	1853	1853	1850	Presb.	9	2	7	2	46	75
112	Academy of the Visitation*	St. Louis, Mo.	1822	1822	1833	R. C.	25	25	25	25	25	100
113	Mary Institute (Washington University)	St. Louis, Mo.	1853	1853	1859	Non-sect	22	1	21	21	21	387
114	Ursuline Academy*	St. Louis, Mo.	1849	1849	1849	R. C.	18	1	17	8	60	100
115	Bishop Whitaker's School for Girls	Reno, Nev.	0	1876	1876	P. E.	6	2	4	4	56	56
116	Adams Academy <sup>e</sup>	East Derry, N. H.	1823	1823	1828	Non-sect	1	1	1	1	9	9
117	Robinson Female Seminary	Exeter, N. H.	1867	1867	1869	M. E.	11	7	8	3	118	186
118	New Hampshire Conference Seminary and Female College	Tilton, N. H.	1852	1852	1845	M. E.	9	1	4	64	20	107
119	Tilden Seminary	West Lebanon, N. H.	1869	1869	1855	Non-sect	10	2	8	77	77	78
120	Bordentown Female College*	Bordentown, N. J.	1853	1853	1851	Non-sect	9	2	7	8	22	83
121	Ivy Hall	Bridgeton, N. J.	1861	1861	1861	Non-sect	7	1	6	21	21	37
122	St. Mary's Hall	Burlington, N. J.	1846	1846	1847	P. E.	6	2	4	1	10	45
123	Frederick Young Ladies' Seminary	Freehold, N. J.	1835	1835	1845	Non-sect	6	2	4	1	10	45
124	Pennington Seminary	Pennington, N. J.	1839	1839	1840	M. E.	14	9	5	2	35	204
125	Academy of the Sacred Heart (Kenilworth)	N. J. Albany, N. Y.	1861	1861	1861	R. C.	1	1	1	1	1	100
126	St. Agnes School*	Albany, N. Y.	1871	1871	1871	P. E.	24	6	18	83	83	212
127	Brooklyn Heights Seminary*	Brooklyn, N. Y.	1851	1851	1851	Non-sect	24	8	16	131	131	226
128	Packer Collegiate Institute	Brooklyn, N. Y.	1845	1845	1846	Non-sect	31	3	28	38	67	555
129	Buffalo Female Academy	Buffalo, N. Y.	1851	1851	1851	Non-sect	13	4	9	1	23	182
130	Holy Angels Academy	Buffalo, N. Y.	1864	1864	1861	R. C.	10	7	7	168	168	173
131	Granger Place School	Canandaigua, N. Y.	0	1876	1876	Non-sect	10	3	7	48	48	100
132	Claverack College and Hudson River Institute*	Claverack, N. Y.	1869	1869	1879	Non-sect	(7)	3	7	55	55	116
133	St. Joseph's Academy	Lockport, N. Y.	1866	1866	1866	R. C.	6	0	6	6	439	475
134	Academy of the Sacred Heart	Manhattanville, N. Y.	1865	1865	1865	R. C.	39	4	35	19	71	200
135	Academy of Mount St. Vincent-on-the-Hudson	New York, N. Y.	1865	1865	1847	R. C.	39	4	35	19	71	203
136	Academy of the Sacred Heart	New York, N. Y. (49 W. 17th st.)	1869	1869	1869	R. C.	17	8	9	46	46	135
137	English, French, and German Boarding and Day School*	New York, N. Y. (13 E. 31st st.)	1869	1869	1869	Non-sect	17	8	9	46	46	100
138	D'Youville Academy	Plattsburgh, N. Y.	1869	1869	1860	R. C.	12	12	12	8	45	4150

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> Includes pupils in Kindergarten.

<sup>b</sup> Includes students in music and art.

<sup>c</sup> Education fund of \$26,000.

<sup>d</sup> These statistics are for the year ending November, 1880; the school was closed in 1881.

<sup>e</sup> Fifty of these are in teachers' collegiate course.

<sup>f</sup> See Table VII.

<sup>g</sup> Includes pupils in Kindergarten.

<sup>h</sup> This is the total number enrolled in the various departments; the reported total is 105.





TABLE VIII.—Statistics of institutions for the superior instruction of women for 1881, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.				
											In regular course.	In special or partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Martin Female College	Pulaski, Tenn.	1872	1873	W. K. Jones	Meth...	7	1	6	3	50	100			150	0
Mary Sharp College	Winchester, Tenn.	1850	1851	Z. C. Graves, LL. D.	Baptist.	4	6	2	1	39	61	23	5	128	0
Bryan Female Institute*	Bryan, Tex.	1873	1873	W. H. Colman	Non-sect.	8	1	3	3	25	35	3	9	63	0
Soile College	Chappel Hill, Tex.	1853	1853	Rev. E. D. Pitts, D. D.	M. E. So	8	2	6	1	40	140			180	
Dallas Female College	Dallas, Tex.			Marshall McIlhenny	M. E. So									100	
Ursuline Academy	Galveston, Tex.			Madame St. Agnes, superioress	R. C.	12	8	4	3	67	28			95	
Young Ladies' School, Southern Female College	Georgetown, Tex.	1875	1840	Rev. Francis Asbury Moody, D. D., regent.	M. E. So	4	1	3		65	24			89	
Andrew Female College*	Huntsville, Tex.	1852	1853	Lyman Harding, jr.	M. E. So	10	4	6	1	40	60			100	
Dayton Female College	Independence, Tex.	1846	1846	Rev. John Hill Luther, D. D.	Baptist.	4	1	3		50	40			90	
Woodlawn Female College	Paris, Tex.	1871	1871	P. F. Witherspoon, A. M.	R. C.	17	17							2	
Nazareth Academy	Victoria, Tex.	1880	1866	Mother Mary Ste. Claire	M. E.	11	5	6	3	50	117	27	2	103	0
Vermont Methodist Seminary and Female College.	Montpelier, Vt.	1834	1834	Rev. Julius B. Southworth.											
Martha Washington College*	Abington, Va.	1853	1858	Rev. E. E. Hoss, M. A.	M. E.	9	3	6	6	20	90		2	112	
Hollins Institute*	Botetourt Springs, Va.	1842	1842	Charles L. Cocke, M. A., superintendent.	Baptist.	14	5	9	1	8	100			108	
Roanoke Female College	Danville, Va.	1859	1859	S. W. and J. T. Averett	Baptist.	8	3	5	1	15	84	4		103	0
Farmville College*	Farmville, Va.	1875	1875	Rev. Paul Whitehead	M. E. So	6	3	3	1	14	65			79	
Edge Hill School	Kewick Depot, Va.	1875	1873	The Misses Randolph	Non-sect.	8	8							16	
Marion Female College	Marion, Va.	1874	1876	Rev. J. J. Scherer, A. M.	Ev. Luth	10	3	7		55	38			93	
Norfolk College for Young Ladies	Norfolk, Va.	1880	1880	Rev. R. M. Saunders	Non-sect.	8	4	4	2	44	120	31		195	
Southern Female College	Petersburg, Va.	1862	1862	W. T. Davis, A. M.	Non-sect.	8	2	6	0					73	0
Richmond Female Institute*	Richmond, Va.	1853	1853	Miss S. B. Hamner	Non-sect.	9	2	7	2	25	80	10		115	0
Staunton Female Seminary*	Staunton, Va.	1870	1870	Rev. J. I. Miller, A. M.	Luth.	10	5	5					8	77	
Wesleyan Female Institute.	Staunton, Va.	1849	1850	Rev. William A. Harris, D. D.	M. E.	20	20			20	120		1	120	4
Episcopal Female Institute.	Winchester, Va.	1874	1874	Rev. J. C. Wheat, D. D.	P. E.	6	2	4	1	20	45		1	67	4



220	Broadbue Female College.....	1877	1865	Rev. E. J. Willis, L. B.	Baptist	9	2	7	2	36	34	1	71
221	Parkersburg Female Seminary ..	1877	1865	Mrs. H. L. Field	Non-sect	3	2	3	2	20	40	5	65
222	Wheeling Female College.....	1877	1865	Miss A. Taylor, A. M.	Cong	10	2	8	4	45	19	64	64
223	Wisconsin Female College.....	1877	1865	Sarah O. Sheppard	P. E.	4	7	4	9	24	3	36	36
224	Kenosha, Wis.	1877	1865	Rev. L. C. Lance, A. M.	Non-sect	16	3	13	4	138	25	80	243
225	Milwaukee College.....	1877	1865	Charles S. Farrar, A. M.	R. C.	20	20	20	32	50	15	97	97
226	St. Clara Academy .....	1877	1865	Sister Mary Emily, O. S. D.									

\* From Report of the Commissioner of Education for 1880.

a These statistics are for the year 1880.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1881, 82.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.			Library.		Cost of —			Property, income, &c.				Receipts for the last year from tuition fees.	Date of next com- mencement.
		17	18	19	Number of volumes.	Increase in the last school year.	Board and lodging per an- num.	Tuition per annum in pre- paratory department.	Tuition per annum in reg- ular course.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.			
1					20	21	22	23	24	25	26	27	28	29	
Union Female College	x	4	38	1,500	30	\$150	\$30	\$50-60	\$20,000				\$6,000	June 15.	
Florence Synodical Female College	x	4	40	1,500	25	160	24	40	30,000					June 7.	
Huntsville Female College	x	4	40	2,000	200	120	10-15	25-30	40,000					June 1.	
Huntsville Female Seminary (Rotherwood Home)	x	4	40	2,000	0	100	40	50	12,000					June 7.	
Judson Female Institute	x	5	36	3,000	0	158	30-50	60	50,000					June 15.	
Marion Female Seminary	x	5	36	200	0	145	30	50	8,000	\$0	\$0		5,000	June 22.	
Synodical Female Institute*	x	4	38	500		100	35		10,000					June 19.	
Alabama Central Female College	x	4	40	500		150	24-36	60	210,000					June 25.	
Alabama Conference Female College*	0	4	40	1,000	100	150	20-40	50	60,000	0	0		4,000	June 22.	
Young Ladies' Seminary	0	4	40	4,000	320	50	25,000		250,000				\$24,000	May 31.	
Mills Seminary	x	4	45	2,875		285	275							August 1.	
College of Notre Dame	x	4	38	500		450	40-60	60-120	40,000				4,500	June 15.	
Hartford Female Seminary*	0	4	39	1,500	0	160	40	54	24,000	0	0		3,000	June 17.	
Wesleyan Female College	x	4	40	1,009	12	150	20	42	35,000					June 21.	
Lucy Cobb Institute	x	4	40	1,000		235	30-50	70	40,000				7,000	June 14.	
Columbus Female College	x	5	40	2,000	0	135	35	60	16,000					June 14.	
Andrew Female College	x	4	40	200	100	135	20-30	40	8,000	0	0		2,500	June 15.	
Dalton Female College*	x	4	40	275	40	100	30	50	7,000				2,200	June 21.	
Georgia Baptist Seminary for Young Ladies	x	4	40	1,200	25	125	30	50	50,000	0	0		3,500	June 25.	
Griffin Female College	x	4	38	400		180	36	50	25,000				4,000	June 12-15.	
La Grange Female College	x	4	40	200		125	30	50	50,000	0	0		7,000	June 15.	
Southern Female College	x	4	42	400		135	40	50	15,000				3,000	July 5.	
Wesleyan Female College*	x	4	40	1,500	0	100	25-40	50	3,000				3,000	June 15.	
Georgia Female College	x	4	40	1,500	0	100	25-40	50	3,000					June 30.	
College Temple	x	4	40	1,500	0	100	25-40	50	3,000					June 30.	
Houston Female College*	x	4	40	1,500	0	100	25-40	50	3,000					June 30.	

27	Rome Female College.....	x	x	4	40	20,000	2	150	30	50	15,000	0	0	7,500	June 10.
28	Shorter Female College.....	x	5	40	155	25-40	155	60	100,000	60	100,000	0	0	2,500	June 16.
29	Young Female College.....	x	4	40	175	30	175	50	20,000	50	20,000	0	0	3,804	June 21.
30	Seminary of the Sacred Heart*	x	4	40	180-237	18-27	180-237	21-45	100,000	45	100,000	(b)	(b)	1,333	June 23.
31	Woman's College of the Northwestern University*	x	4	38	20,000	(c)	20,000	25	45	45	35,500	0	0	4,352	June 15.
32	Knox Seminary.....	x	4	40	500	240	240	40	60	60	480,000	0	0	1,500	June 15.
33	Almira College*	x	4	40	200	411	200	190	40	40	100,000	0	0	400	June 15.
34	Highland Hall College for Women*	x	4	40	1,000	301	1,000	42	42	42	35,000	0	0	7,200	June 7.
35	Illinois Female College.....	x	4	40	301	400	301	42	42	42	75,000	0	0	3,000	May 8.
36	Jacksonville Female Academy.....	x	4	40	400	400	400	40-60	60	60	72,500	0	0	7,200	June 14.
37	St. Mary's School.....	x	8	37	400	0	4304	40-60	60	60	72,500	0	0	7,200	June 21.
38	Ferry Hall, Lake Forest University.....	0	3	39	250	45	200	40	50	50	39,000	0	0	410,800	June 2.
39	Chicago Female College*	0	3	39	250	45	200	40	50	50	39,000	0	0	410,800	June 2.
40	Mt. Carroll Seminary.....	x	6	37	*2,000	235	235	30	40	40	100,000	0	0	7,463	June 7.
41	Rockford Seminary.....	x	4	38	2,630	165	165	28	36	36	120,000	16,000	1,100	2,800	June 21.
42	De Pauw College for Young Women.....	x	3	4	630	28	200	32	40	40	25,000	0	0	3,840	June 15.
43	St. Mary's Academic Institute.....	x	3	7	3,000	50	3,000	32	40	40	25,000	0	0	3,840	June 15.
44	Immaculate Conception Academy.....	x	12	43	1,450	50	300	50	60	60	30,000	0	0	8,000	June 29.
45	Callanan College.....	x	4	36	42	571	21	24	24	24	50,000	0	0	3,000	June 7.
46	St. Agatha's Seminary*	x	4	36	42	571	21	24	24	24	50,000	0	0	3,000	September 5.
47	College of the Sisters of Bethany.....	x	7	36	872	50	200-350	104-21	30	30	150,000	0	0	37,000	June 7.
48	Bowling Green Female College.....	x	4	39	1,000	200	160-200	30-40	50	50	13,000	0	0	4,000	June 1.
49	Clinton College*	x	4	40	1,000	200	160-200	30-40	50	50	13,000	0	0	4,000	June 1.
50	Franklin Female College.....	x	4	40	1,000	200	160-200	30-40	50	50	13,000	0	0	4,000	June 1.
51	Georgetown Female Seminary.....	x	4	40	1,000	200	160-200	30-40	50	50	13,000	0	0	4,000	June 15.
52	Liberty Female College*	x	4	40	1,000	200	160-200	30-40	50	50	13,000	0	0	4,000	June 15.
53	Daughters College.....	x	4	40	840	18	120	40	50	50	20,000	0	0	3,840	June 17.
54	Bethel Female College.....	x	4	40	3,000	100	250	50	60	60	30,000	0	0	8,000	May.
55	Hamilton Female College.....	x	4	40	3,000	100	250	50	60	60	30,000	0	0	8,000	June 1.
56	St. Catharine's Female Academy.....	x	4	40	1,500	80	150	30-45	60	60	130,000	0	0	3,300	September.
57	Millersburg Female College*	x	4	40	1,500	80	150	30-45	60	60	130,000	0	0	3,300	September.
58	Mt. Sterling Female College.....	x	4	40	500	140	140	30	40	40	12,000	0	0	3,300	June 13.
59	Bourbon Female College.....	x	4	40	500	140	140	30	40	40	12,000	0	0	3,300	June 14.
60	Kentucky College.....	x	4	40	500	140	140	30	40	40	12,000	0	0	3,300	June 14.
61	Logan Female College.....	x	4	40	1,500	200	200	40	50	50	25,000	0	0	3,300	June 10.
62	Science Hill School.....	x	4	39	1,500	200	200	40	50	50	25,000	0	0	3,300	June 7.
63	Stearns Female College.....	x	4	40	400	400	400	45	50	50	25,000	0	0	3,300	June 8.
64	Stanford Female College.....	x	4	40	400	400	400	45	50	50	25,000	0	0	3,300	June 6.
65	Cedar Bluff Female College.....	x	6	40	1,000	200	160	40	50	50	15,000	0	0	3,300	June 14.
66	Silliman Female Collegiate Institute.....	x	4	40	2300	400	140	12	20	20	40,000	20,000	41,000	1,500	June 1.
67	Reed College.....	x	4	40	400	400	400	45	50	50	25,000	0	0	3,300	June 22.
68	Munsfield Female College*	x	4	40	400	400	400	45	50	50	25,000	0	0	3,300	June.
69	Windsor Female College.....	x	4	40	300	110	110	30	40	40	37,000	0	0	1,800	June 27.
70	Mcune Wesleyan Seminary and Female College.....	x	3	40	300	110	110	30	40	40	37,000	0	0	1,800	June 8.
71	Waterville Classical Institute*	x	4	39	3,000	100	100	25	36	36	100,000	47,000	3,000	4,500	June 21.
72	Baltimore Academy of the Visitation.....	x	4	40	3,000	100	100	25	36	36	100,000	47,000	3,000	4,500	June 21.
73	Baltimore Female College.....	x	8	42	3,000	100	100	25	36	36	100,000	47,000	3,000	4,500	June 21.
74	Baltimore Female College.....	x	4	40	3,928	8	200	55	75	75	61,000	0	0	3,300	June.
75	Burkittsville Female Seminary.....	x	4	40	3,928	8	200	55	75	75	61,000	0	0	3,300	June 15.

\* From Report of the Commissioner of Education for 1880.  
a Board and tuition.

b See report of Knox College (Table IX).  
c Grounds and buildings.

d In 1870.  
e See Table VII.





102	Howard College	x	4	40	500	100	140	30	50	15,000	220,000	5,000	June.	
103	Fulton Synodical Female College	x	4	40	800	50	150	35	25,000	20,000	0	4,500	June 2.	
104	Independence Female College	x	6	40	---	---	160	20	40	25,000	---	---	May 17.	
105	St. Louis Seminary	x	4	36	2,000	---	180	(120)	---	25,000	---	65,000	June 29.	
106	St. Teresa's Academy	x	7	42	---	---	4200	(20-50)	---	20,000	---	65,000	June 1.	
107	Baptist Female College	x	4	40	400	---	160	20-40	50	25,000	---	9,000	June.	
108	Central Female College*	x	3	40	400	400	142	20-40	50	12,000	---	5,000	June 8.	
109	The Elizabeth Ann Female Seminary	x	4	40	1,289	289	160	20-40	50	20,000	0	410,000	June 8.	
110	Hardin Female College	x	4	40	500	---	140	30	48-56	75,000	40,000	---	June 8.	
111	Lindenwood College for Young Ladies*	x	4	40	2,000	50	200	30	---	400,000	---	---	June.	
112	Academy of the Visitation*	x	4	40	---	---	300	---	---	150,000	---	---	June 15.	
113	Mary Institute (Washington University)	x	5	40	500	75	---	(70-160)	---	---	---	---	June.	
114	Ursuline Academy*	x	6	40	700	---	150	---	---	30,000	0	---	June 21.	
115	Bishop Whitaker's School for Girls	0	4	40	250	0	260	4	---	50,000	85,000	40	June.	
116	Adams Academy	x	8	37	500	---	30	30	30	25,000	700	300	June 14.	
117	Robinson Female Seminary	x	5	39	600	---	150-180	204	33	13,000	---	---	June 14.	
118	New Hampshire Conference Seminary and Female College.	x	5	39	600	---	---	---	---	50,000	2,000	*120	June 16.	
119	Tilden Seminary	0	4	38	1,400	---	195	---	---	30,000	---	---	June.	
120	Bordentown Female College*	x	3, 4	40	650	50	(240)	40	280	80,000	0	---	June 27.	
121	Ivy Hall	x	4	40	1,180	800	250	40	---	12,000	---	1,800	June 21.	
122	St. Mary's Hall	0	4	39	1,200	---	200	24	44-52	30,000	0	---	June.	
123	Freehold Young Ladies Seminary	x	5	40	2,000	0	160	40	40	300,000	0	8,000	June 9.	
124	Academy of the Sacred Heart	x	6	42	2,000	0	200	---	---	6100,000	0	---	June 9.	
125	St. Agnes School	x	4	40	10,500	200	450	100,120	150	75,000	0	25,000	June 10.	
126	Brooklyn Heights Seminary*	0	4	40	4,660	68	6475	12	15-25	200,000	42,500	2,223	June 20.	
127	Packer Collegiate Institute	0	4	40	1,236	1	336	32	64,80,96	81,759	400	20	8,575	June 15.
128	Buffalo Female Academy	0	13	40	625	45	150	12	24	75,500	---	7,000	June 29.	
129	Holy Angels Academy	0	4	39	(h)	102	100-300	50	50	640,000	0	5,000	June 17.	
130	Granger Place School*	x	5	40	615	6	150	20	20	50,000	0	2,050	June 27.	
131	Claverack College and Hudson River Institute*	x	4	42	3,500	2,000	250	---	---	600,000	---	90,000	June 29.	
132	St. Joseph's Academy	x	4	40	---	---	---	---	---	---	---	---	June 26.	
133	Academy of the Sacred Heart	x	4	40	---	---	---	---	---	---	---	---	June 15.	
134	Academy of Mt. St. Vincent-on-the-Hudson	x	4	42	---	---	---	---	---	---	---	---	June 30.	
135	Academy of the Sacred Heart	x	4	40	---	---	---	---	---	---	---	---	June 15.	
136	English, French, and German Boarding and Day School.	x	4	40	600	---	170	30	60	10,000	---	---	June 1.	
137	D'Youville Academy	x	7	40	405	---	120	10	16	12,000	---	---	June 26.	
138	Cook's Collegiate Institute	x	4	40	1,500	---	350	12	15	50,000	---	---	June 15.	
139	Howland School	x	4	38	*700	---	350	38	38	*50,000	*20,000	---	June 30.	
140	Asheville Female College	x	4	40	700	---	140	30	30	20,000	---	---	June 15.	
141	Davenport Female College	x	4	40	---	---	---	20	30	4,000	---	---	June 1.	
142	Oxford Female Seminary	x	4	40	---	---	---	---	---	---	---	---	June 1.	
143	Estey Seminary	x	4	40	---	---	---	---	---	---	---	---	June 1.	
144	Estey Seminary	x	4	40	---	---	---	---	---	---	---	---	June 1.	

\* From Report of the Commissioner of Education for 1880.

a Board and tuition.

b In 1879.

c These statistics are for the year 1880.

d Total income from all sources.

e These figures are for the year ending November, 1880; the school was closed in 1881.

f This college is connected financially with the New Hampshire Conference Seminary.

g Value of grounds and buildings.

h See Table VII.

i Since suspended.

j For the higher education of colored women; there were 3 graduates from the collegiate department of this seminary in 1881; its report is included in that of Shaw University, Table IX.



169	University Female Institute	x	6	40	164	36	575,000		June.
170	Irving Female College*		5	400	200	100	60,000		June 21.
171	Brooks Hall Female Seminary	0	4	38	600			\$22,000	June 16.
172	Academy of Notre Dame								
173	Gregory Institute		39		6500	80			June 20.
174	Christmar Street Seminary	0	4	38	1,000				September.
175	Pittsburgh Female College	x	4	40	698				June 22.
176	Washington Female Seminary		4	40	500			17,630	June 13.
177	Columbia Female College	x	3	40	500	200			June 21.
178	Due West Female College	x	4	40	1,000				June 29.
179	Greenville Female College	x	5	40	400			4,000	June 22.
180	Waltham Female College	x	3	40					June 23.
181	Williamston Female College*	x	4	40	500			1,200	June 4.
182	Albion Female Seminary	x	4	40					June.
183	Bristol Female College*	x	4	40	100	18	65,000		June 15.
184	Westeyan Female College	x	4	40	100	20	15,000	1,750	June 7.
185	Bellevue Female College	x	4	40	125	44, 34	6,000		
186	Columbia Athenaeum	x	4	40	250	35			
187	Columbia Female Institute	x	5	40	250	30	50,000		
188	Tennessee Female College	x	5	40	140	28	615,000		
189	Memphis Conference Female Institute	x			100	25	50		June.
190	Cumberland Female College	x	4	40	115	18-22	45,000	\$7,700	May 25.
191	Murfreesboro Female Institute	x	4	40	160	25	13,000	1,800	June.
192	Sonle Female College*	x	4	40	30	50	18,000	6,200	June 10.
193	Nashville College for Young Ladies	x			2	25-30		1,200	
194	St. Cecilia's Academy	x	0	40	200	170	90,000		June.
195	W. E. Ward's Seminary for Young Ladies	x	5	40	200	30	90,000	10,000	June 10.
196	Martin Female College	x	7	40	135	30	30,000	2,000	June 18.
197	Mary Sharp College	x	4	40	135	40	20,000	7,180	
198	Bryan Female Institute*	0			0		0		June.
199	Sonle College	x	40	40		(30-50)			June 10.
200	Dallas Female College	x	4	40	160	25-40	20,000	5,000	
201	Ursuline Academy	x							June 27.
202	Young Ladies' School, Southwestern University	x	4	40	175	20-40	5,000	3,800	June 3.
203	Andrew Female College*	x	4	40	150	164-36	10,000	2,500	June 8.
204	Baylor Female College	x	4	40	100	30	20,000	5,000	
205	Woodlawn Female College	x	4	40	120	20-30	6,000		June 16.
206	Nazareth Academy	x	4	39	100		0		June 30.
207	Vermont Methodist Seminary and Female College	x	4	39	120	30	102,000	480	June 24.
208	Martha Washington College*	x	4	40	1,200	20-40	50,000	4,500	June 22.
209	Hollins Institute*	x	4	36	180	25	60	10,000	June 15.
210	Roanoke Female College	x	4	38	130	36	23,000	3,300	May 31.
211	Farmville College*	x	4	40	150	35	70		June 2.
212	Edge Hill School	x	4	40	110				September 15.
213	Marion Female College	x	2	40	110	30	40		June 7.
214	Norfolk College for Young Ladies	x	8	36		40	50	11,000	June 22.
215	Norfolk Female College	x	6	40	150	30, 40	50,000		June 13.
216	Richmond Female Institute*	x	4	40		34-45	180		June 14.
217	Stamton Female Seminary*	x	6	40	170	25	40	625,000	

<sup>d</sup> These statistics are for the year 1880.

*b* In 1879.  
*c* Value of grounds and buildings.

\* From Report of the Commissioner of Education for 1880.  
Board and tuition.





*List of institutions for the superior instruction of women from which no information has been received.*

Name.	Location.	Name.	Location.
Centenary Institute .....	Summerfield, Ala.	St. Clare's Academy .....	Buffalo, N. Y.
Tuscaloosa Female College ..	Tuscaloosa, Ala.	English, French, and German School.	New York, N. Y. (222 Madison ave.)
School for Girls (Miss Sarah Porter).	Farmington, Conn.	Mrs. S. Reed's Boarding and Day School.	New York, N. Y. (6 East 53d street).
Grove Hall .....	New Haven, Conn.	Poughkeepsie Female Academy.	Poughkeepsie, N. Y.
Congrégation de Notre Dame	Waterbury, Conn.	Greensboro' Female College..	Greensboro', N. C.
Young Ladies' Seminary. ....	Windsor, Conn.	Chowan Baptist Female Institute.	Murfreesboro', N. C.
Nassau College for Young Ladies.	Fernandina, Fla.	Simonton Female College ....	Statesville, N. C.
Southern Masonic Female College.	Covington, Ga.	Highland Institute.....	Hillsborough, Ohio.
Hamilton Female College. ....	Hamilton, Ga.	Pennsylvania Female College.	Pittsburgh, Pa. (East End).
Lumpkin Masonic Female College.	Lumpkin, Ga.	Cottage Hill College.....	York, Pa.
Cherokee Baptist Female College.	Rome, Ga.	St. James Hall .....	Bolivar, Tenn.
St. Angela's Academy .....	Morris, Ill.	Brownsville Female College.	Brownsville, Tenn.
Female College of Indiana ...	Greencastle, Ind.	State Female College .....	Memphis, Tenn.
Mt. Pleasant Female Seminary	Mt. Pleasant, Iowa.	Rogersville Female College..	Rogersville, Tenn.
Christ Church Seminary .....	Lexington, Ky.	Austin Collegiate Female Institute.	Austin, Tex.
Louisville Female Seminary ..	Louisville, Ky.	Galveston Female High School.	Galveston, Tex.
Paducah Female College.....	Paducah, Ky.	Goliad College .....	Goliad, Tex.
The Misses Norris' School ...	Baltimore, Md. (32 McCulloh st.).	Waco Female College.....	Waco, Tex.
Frederick Female Seminary ..	Frederick, Md.	Albemarle Female Institute ..	Charlottesville, Va.
Columbus Female Institute...	Columbus, Miss.	Petersburg Female College ..	Petersburg, Va.
Female College .....	Sardis, Miss.	Angusta Female Seminary...	Staunton, Va.
Woodland College .....	Independence, Mo.	Virginia Female Institute ...	Staunton, Va.
Clay Seminary .....	Liberty, Mo.		
Delacove Institute.....	Trenton, N. J.		
Athenæum Seminary .....	Brooklyn, N. Y. (cor. Clinton st. and Atlantic avenue).		

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Monroe Female College.....	Forsyth, Ga. ....	Suspended.
Marietta Female College.....	Marietta, Ga. ....	Buildings destroyed by fire and college superseded by Marietta Institute, Table VI.
Highland College for Women.....	Highland Park, Ill...	Name changed to Highland Hall College for Women.
Moravian Seminary for Young Ladies.	Hope, Ind. ....	Closed for the present.
Tarrant College.....	Crab Orchard, Ky. ....	Closed.
Warrendale Female College.....	Georgetown, Ky. ....	Closed.
South Kentucky Female College.....	Hopkinsville, Ky....	Opened September, 1881. to both sexes; see Table IX.
Sylvester-Larned Institute for Young Ladies.	New Orleans, La.....	Closed.
Oread Collegiate Institute .....	Worcester, Mass. ....	Suspended.
St. Joseph Female College.....	St. Joseph, Mo. ....	Closed.
Judson College .....	Hendersonville, N. C.	For both sexes, see Table VI.
Louisburg Female College.....	Louisburg, N. C. ....	Not in existence.
Rose Ridge Seminary .....	Portsmouth, Ohio....	Closed.
La Grange Female College.....	La Grange, Tenn.....	Superseded by La Grange Female School, see Table VI.
Chappell Hill Female College.....	Chappell Hill, Tex....	See Soule College.
Lamar Female College .....	Paris, Tex. ....	Name changed to Woodlawn Female College.
Mozart Institute.....	Staunton, Va. ....	Closed.

TABLE IX.—*Statistics of universities and colleges for 1881; from replies to inquiries by the United States Bureau of Education.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12	
1	Southern University.....	Greensboro', Ala.....	1856	1859	M. E. South.....	Prof. J. S. Moore, chairman of faculty.	1	20				
2	Howard College.....	Marion, Ala.....	1843	1842	Baptist.....	James T. Munfee, LL. D.....	1					
3	University of Alabama.....	Tuscaloosa, Ala.....	1820	1831	Non-sect.....	Burwell Boykin Lewis, LL. D.....		73	50			
4	Cane Hill College.....	Boonshoro', Ark.....	1852	1852	Cumb. Presb.....	Rev. F. R. Earle, A. M.....	66		(6321)			
5	Arkansas Industrial University.....	Fayetteville, Ark.....	1871	1871	Non-sect.....	Gen. D. H. Hill, LL. D.....	2	40	45			
6	Judson University.....	Judson, Ark.....	1871	1875	Baptist.....	Richard S. James, LL. D.....	2	15	20	22		
7	St. John's College of Arkansas*	Little Rock, Ark.....	1850	1859	Non-sect.....	Rev. Leo Baier, A. M.....	4	48	16	22		
8	College of St. Augustine.....	Benicia, Cal.....	1868	1867	P. E.....	Rt. Rev. J. H. D. Wingfield, D. D., LL. D.....		0	0	0	0	
9	University of California.....	Berkeley, Cal.....	1868	1869	Non-sect.....	John LeConte, A. M., M. D., LL. D.....	2		8			
10	Pierce Christian College.....	College City, Cal.....	1874	1874	Christian.....	James C. Keith, A. B.....	66	63				
11	St. Vincent's College*	Los Angeles, Cal.....	1869	1867	R. C.....	Rev. M. V. Richardson, C. M.....	4	16	8	11		
12	University of Southern California.....	Los Angeles, Cal.....	1880	1880	M. E.....	Rev. M. M. Boyard, A. M.....	9	651				
13	St. Ignatius College*	San Francisco, Cal. (cor. Hayes street and Van Ness avenue).....	1859	1855	R. C.....	Rev. R. E. Kenna, S. J.....						
14	St. Mary's College.....	San Francisco, Cal.....	1872	1863	R. C.....	Rev. Brother Bettelin.....	2	60	20	20		
15	Santa Clara College.....	Santa Clara, Cal.....	1855	1851	R. C.....	Rev. John Pinasco, S. J.....	2	15	0	6		
16	University of the Pacific.....	Santa Clara, Cal.....	1852	1851	M. E.....	Rev. C. C. Stratton, D. D.....	7	94	47	11	130	
17	Pacific Methodist College.....	Santa Rosa, Cal.....	1862	1861	M. E. South.....	Rev. W. A. Finley, A. M., D. D.....	33	21	43	11		
18	Hesperian College.....	Woodland, Cal.....	1869	1861	Christian.....	A. M. Elston, A. M.....	40	50	12	22		
19	University of Colorado.....	Boulder, Colo.....	1875	1877	Non-sect.....	Joseph A. Sewall, M. D., LL. D.....	45	28	27	28		
20	Colorado College.....	Colorado Springs, Colo.....	1874	1874	Non-sect.....	Rev. E. P. Tenney.....						
21	University of Denver.....	Denver, Colo.....	1880	1880	M. E.....	Rev. David H. Moore, A. M., D. D., chancellor.	2	25	15	10	8	

		1834	1836	P. E.	Rev. Thomas R. Pynchon, D. D., LL. D.	0	0	0	0	0	0
22	Trinity College	1834	1836	M. E.	Rev. John Wesley Beach, D. D., LL. D.	0	0	0	0	0	0
23	Wesleyan University	1831	1831	Non-sect.	Rev. Noah Porter, D. D., LL. D.	0	0	0	0	0	0
24	Xale College	1701	1870	Non-sect.	William H. Furnell, A. M., LL. D.	0	0	0	0	0	0
25	Delaware College	1867	1870	Non-sect.	Rev. P. H. Mell, D. D., LL. D., chan-						
26	University of Georgia	1785	1801	Non-sect.	cellor.						
27	Atlanta University*	1867	1869	Non-sect.	Edmund A. Ware, A. M.	20	2				
28	Clark University	1869	1869	M. E.	Rev. E. O. Thayer, A. M.			12			
29	Mercer University	1837	1838	Baptist	Rev. Archibald J. Battle, D. D.						
30	Pro Nono College	1876	1874	R. C.	Rev. William H. Gross, D. D.						
31	Emory College	1836	1837	M. E. South.	Rev. Atticus G. Haygood, D. D.	2	48				
32	Abingdon College	1836	1837	Christian	Francis M. Bruner, A. M.			22	14		
33	Hedding College	1835	1835	M. E.	Rev. George W. Peck, A. M., LL. D.	52	62				
34	Illinois Wesleyan University	1875	1855	M. E.	Rev. W. H. Adams, D. D.	60	60				
35	St. Viator's College	1874	1865	R. C.	Very Rev. Peter Beaudoin, C. S. V.	182	91	8	25		
36	Blackburn University	1874	1859	Presbyterian	Rev. E. L. Hurd, D. D.	8	100	60	34	139	(100)
37	Carthage College	1870	1870	Lutheran	Rev. J. A. Kunkelman, A. M.	3	113	60	34	139	51
38	St. Ignace College	1870	1869	R. C.	Rev. Thomas O'Neil, S. J.	3	70	0	70	0	
39	University of Chicago	1859	1859	Baptist	Rev. Galusha Anderson, S. T. D.	1	43	9	17	16	25
40	Eureka College <sup>a</sup>	1851	1855	Christian	Rev. H. W. Everest, A. M. f						
41	Northwestern University	1851	1851	M. E.	Rev. Joseph Cummings, D. D., LL. D.	7	115	88	53	134	
42	Ewing College	1874	1867	Baptist	Rev. John Washburn, A. M., D. D.	4	61	23			
43	Knox College	1837	1841	Non-sect.	Newton Bateman, A. M., LL. D.	(g)	(g)		(g)		
44	Lombard University	1837	1852	Universalist	Rev. Nehemiah White, Ph. D.			25	14	2	
45	Irvington College	1863	1830	Presbyterian	Rev. Edgar W. Clarke, A. M.	2	24	22	6	5	
46	Illinois College	1835	1836	Non-sect.	Rufus C. Crampton, A. M. (acting)	(h)	(h)		(h)		
47	Lake Forest University	1836	1876	Presbyterian	Rev. Daniel S. Gregory, A. M., D. D.	5	93	49	22	24	47
48	McKendree College	1834	1838	M. E.	Rev. Daniel W. Phillips, A. M.			44	22	24	79
49	Lincoln University	1865	1866	Cumb. Pres.	Rev. A. J. McClumphy, D. D., LL. D.			114	40	75	79
50	Monmouth College	1857	1856	United Pres.	Rev. J. B. McMichael, D. D.			64	48	34	27
51	Mt. Morris College	1840	1840	Ger. Baptist	D. L. Miller	7	176	87	8	138	
52	Northwestern College	1865	1861	Evang. Asso.	Rev. A. A. Smith, A. M.	5	140	27	7	26	
53	Chadock College	1878	1833	M. E.	John T. Long, LL. D.	5	94	82	35	27	
54	Augsburg College	1865	1863	Evang. Luth.	Rev. T. N. Hasselquist, D. D.	75					
55	St. Joseph's College	1881	1861	R. C.	Very Rev. P. Mauritius Kloster-			62			
56	Shurtleff College	1835	1897	Baptist	mann, O. S. F., rector.						
57	Illinois Industrial University	1867	1868	Non-sect.	Rev. A. A. Kenrick, D. D.	3	55	16	28	43	
58	Westfield College	1865	1865	United Breth.	Salim H. Peabody, Ph. D., LL. D.,	(j)	(j)				
59	Wheaton College	1861	1855	Non-sect.	regent.						
60	The Indiana University	1828	1828	Non-sect.	Rev. Samuel B. Allen, D. D.	2	73	44	4		
61	Wabash College	1834	1833	Presbyterian	Rev. Jonathan Blanchard	3	(232)				
62	Concordia College*	1850	1848	Evang. Luth.	Rev. Leuel Moss, D. D.	3	62	120	147	25	
63	Fort Wayne College	1847	1848	M. E.	Rev. Joseph F. Tuttle, D. D.	3	93				
64	Franklin College	1844	1836	Baptist	F. Zueker						
					Rev. W. F. Yocum, A. M.	12	258	137	15	44	
					Rev. W. T. Stolt, D. D.	47	21	36	12		

\* These statistics are for the year 1880.

<sup>a</sup> Since succeeded by J. M. Allen, A. M.

<sup>b</sup> See report of Knox Academy, Table VII.

<sup>c</sup> Preparatory department is identical with Whipple Academy (See Table VII).

<sup>d</sup> Reorganized in 1881 under State law.

<sup>i</sup> Reorganized in 1879.

<sup>j</sup> Includes those preparing for laic course.

<sup>k</sup> Preparatory department only in operation.

<sup>l</sup> Preparatory department only in operation.

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> Includes report of normal department.

<sup>b</sup> Since succeeded by William T. Reid, A. M.

<sup>c</sup> Total for all departments.

<sup>d</sup> Reorganized in 1881 under State law.

TABLE IX.—*Statistics of universities and colleges for 1881, &c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.						Number of students unclassified.
						Number of instructors.	Students.					
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.		
1	2	3	4	5	6	7	8	9	10	11	12	
Indiana Asbury University.....	Greencastle, Ind.....	1837	1837	M. E.....	Rev. Alexander Martin, D. D., LL. D.	7	150	50	60	3	.....	
Hanover College.....	Hanover, Ind.....	1833	1827	Presbyterian.....	Rev. D. W. Fisher, D. D.	2	52	11	11	60	.....	
Hartsville University.....	Hartsville, Ind.....	1831	1832	United Breth.....	Rev. C. H. Kincaide, A. M.	2	59	34	16	77	.....	
Butler University.....	Ivington, Ind.....	1850	1855	Christian.....	Harvey W. Everest, LL. D.	3	46	24	34	.....	.....	
Union Christian College.....	Merom, Ind.....	1859	1860	Christian.....	Rev. Thomas C. Smith, A. M.	3	74	34	16	29	.....	
Moore's Hill College.....	Moore's Hill, Ind.....	1856	1856	M. E.....	Rev. J. P. D. John, A. M.	1	44	20	.....	.....	.....	
University Notre Dame du Lac.....	Noire Dame, Ind.....	1854	1852	R. C.....	Very Rev. Thomas E. Walsh, c. s. c.	18	180	.....	.....	.....	.....	
Earlham College.....	Richmond, Ind.....	1859	1847	Friends.....	Joseph Moore, LL. D.	5	79	69	36	27	.....	
Ridgeville College.....	Ridgeville, Ind.....	1867	1867	F. W. B.....	Rev. Samuel D. Bates, A. M.	5	73	50	26	93	.....	
St. Meinrad's College.....	St. Meinrad, Ind.....	1857	1857	R. C.....	Rt. Rev. Fintan Mundwiler, O. S. B.	3	6	.....	.....	.....	.....	
Amity College*.....	College Springs, Iowa.....	1853	1857	Non-sect.....	Rev. S. C. Marshall, A. M.	3	110	94	(204)	.....	.....	
Griswold College.....	Davenport, Iowa.....	1859	1859	P. E.....	Rt. Rev. Wm. Stevens Perry, D. D., LL. D.	2	60	.....	24	36	.....	
Norwegian Luther College.....	Decorah, Iowa.....	1866	1861	Lutheran.....	Rev. Laur. Larson.....	.....	67	.....	667	.....	.....	
Drake University.....	Des Moines, Iowa.....	1865	1866	Baptist.....	George T. Carpenter, A. M.	4	90	45	.....	.....	.....	
University of Des Moines.....	Des Moines, Iowa.....	1865	1873	R. C.....	George Dana Purinton, A. M.	5	40	.....	20	10	.....	
St. Joseph's College*.....	Dubuque, Iowa.....	1875	1875	Presbyterian.....	Very Rev. P. J. McGrath.....	7	48	21	14	21	.....	
Parsons College.....	Fairfield, Iowa.....	1857	1857	M. E.....	Rev. T. D. Ewing, D. D.	4	54	75	26	40	.....	
Upper Iowa University.....	Fayette, Iowa.....	1857	1847	Cong.....	Rev. John W. Bissell, D. D.	3	102	51	37	77	.....	
Lowa College.....	Grimnell, Iowa.....	1847	1848	M. E.....	Rev. George F. Magoun, D. D.	.....	64	50	.....	.....	.....	
Simpson Centenary College.....	Indianola, Iowa.....	1867	1863	M. E.....	Rev. Edward Lamey Parks, A. M., B. D.	.....	.....	.....	.....	.....	.....	
State University of Iowa.....	Iowa City, Iowa.....	1847	1855	Non-sect.....	Josiah L. Pickard, LL. D.	0	0	0	0	0	.....	
German College.....	Mount Pleasant, Iowa.....	1873	1873	German M. E.....	Rev. Wm. Balcke, A. M.	3	21	3	4	3	.....	
Iowa Wesleyan University.....	Mount Pleasant, Iowa.....	1855	1852	M. E.....	Rev. W. J. Spaulding, Ph. D.	1	55	68	3	120	.....	
Cornell College.....	Mount Vernon, Iowa.....	1857	1853	M. E.....	Rev. Wm. F. King, D. D.	7	225	115	150	190	.....	
Oskaloosa College.....	Oskaloosa, Iowa.....	1857	1861	Christian.....	G. H. Laughlin, A. M.	.....	.....	.....	.....	.....	.....	



90	Penn College	1873	1873	Friends	Benjamin Truellood, A. M.	2	45	40	52	33
91	Central University of Iowa	1853	1854	Baptist	Rev. George Warren Gardner, S. T. D.	1	40	35	41	24
92	Tabor College*	1866	1866	Cong.	Rev. William M. Brooks, A. M.	4	53	20	20	8
93	Atchison, Kans.	1868	1869	R. C.	Rt. Rev. Innocent Wolf, D. D., O. S. B.	2	62	103	24	38
94	Baker University	1858	1859	R. C.	Rev. W. H. Sweet, A. M.	8	106	103	103	103
95	Highland, Kans.	1868	1866	Presb.	Rev. Robert Cruikshank, D. D.	3	35	18	18	18
96	University of Kansas	1863	1866	Non-sect	Rev. James Marvin, D. D.	3	166	111	111	111
97	Lane University	1862	1862	United Breth.	N. B. Bartlett, A. M.	2	39	24	24	24
98	Ottawa, Kans.	1860	1860	Baptist	T. M. Stewart, A. M.	1	40	26	26	26
99	St. Mary's, Kans.	1869	1869	R. C.	Rev. A. G. van der Eerden, S. J.	2	30	30	30	17
100	Washington College	1856	1863	Cong.	Rev. Peter McVicar, M. A., D. D.	3	72	57	38	29
101	St. Joseph's College	1824	1819	R. C.	Rev. Wm. P. Maekin.	1	30	0	13	17
102	Derea College	1865	1868	Non-sect	Rev. E. H. Fairchild, D. D.	7	134	101	10	10
103	Cecilian College	1867	1860	R. C.	H. A. Cecil, A. M.	1	80	20	20	20
104	Centre College	1819	1822	Presb	Ormond Beatty, LL. D.	2	80	60	60	20
105	Emmence College	1856	1857	Christian	W. S. Giltner	1	90	0	20	30
106	Kentucky Military Institute	1845	1845	Non-sect	Col. Robert D. Allen, M. D., C. E., superintendent.	1	24	12	12	12
107	Georgetown College	1829	1831	Baptist	Rev. Richard M. Dudley, D. D.	2	24	12	12	12
108	South Kentucky College	1849	1881	Christian	R. C. Cave, M. A.	1	25	13	12	12
109	Kentucky University	1858	1859	Methodist	Charles Louis Loos	1	25	13	12	12
110	Kentucky Wesleyan College	1860	1866	Methodist	D. W. Watson, A. M.	1	25	13	12	12
111	Murray Male and Female Institute and West Kentucky Normal School*	1870	1871	Non-sect	Dean Babbitt	1	15	17	15	15
112	Concord College*	1868	1868	Baptist	James Rice	1	15	17	15	15
113	Central University	1873	1874	So. Presb.	Rev. L. H. Blanton, D. D., chancelor.	2	70	60	10	10
114	St. Mary's, Ky.	1837	1821	R. C.	Rev. David Fennessy, C. R.	8	86	50	50	50
115	Louisiana State University and Agricultural and Mechanical College.	1853	1860	Non-sect	Col. Wm. Preston Johnston	1	40	86	86	86
116	Jefferson College (St. Mary's)	1874	1874	R. C.	Very Rev. J. B. Bigot, S. M.	1	40	86	86	86
117	St. Charles College	1852	1837	R. C.	Rev. Jno. Montillot, S. J.	1	89	89	89	89
118	Centenary College of Louisiana	1825	1825	M. E. South	Rev. C. G. Andrews, A. M., D. D.	1	89	89	89	89
119	New Orleans, La.	1856	1847	R. C.	Very Rev. T. W. Butler, S. J.	8	164	164	164	164
120	Leland University*	1870	1874	Baptist	Rev. Seth J. Axtell, Jr.	5	953	953	953	953
121	New Orleans, La.	1873	1873	M. E.	Isaac N. Fallow, A. M.	1	45	39	39	39
122	Straight University	1869	1870	Cong	Rev. W. S. Alexander, D. D.	6	132	99	99	99
123	University of Louisiana*	1847	1878	Non-sect	Hon. Randall Hunt, LL. D.	6	180	57	32	32
124	Bowdoin College	1794	1802	Cong	Joshua Lawrence Chamberlain, LL. D.	0	0	0	0	0
125	Bates College	1863	1863	F. W. Baptist	Rev. Oren B. Cheney, S. T. D.	3	39	6	44	0
126	Colby University	1820	1818	Baptist	Rev. Henry E. Robins, D. D.	2	35	35	35	35
127	St. John's College*	1784	1789	Non-sect	William H. Hopkins, A. M., acting vice president.	2	35	35	35	35
128	Baltimore City College	0	1839	Non-sect	William Elliott, jr.	1	35	35	35	35

\* From Report of the Commissioner of Education for 1880.

c These are in English course.

d New charter in 1881.

e As an institution for the higher education of women;

recently amended so as to admit both sexes.

f Under the amended charter.

g Total for all departments.

TABLE IX.—*Statistics of universities and colleges for 1881, &c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.						Number of students unclassified.
						Number of instructors.	Students.					
							Male.	Female.	Preparing for class.	Preparing for scientific course.		
1	2	3	4	5	6	7	8	9	10	11	12	
Johns Hopkins University	Baltimore, Md.	1867	1876	Non-sect.	Daniel C. Gilman, A. M., LL. D.	0	0	0	0	0	0	635
Loyola College	Baltimore, Md.	1853	1852	R. C.	Rev. Edward A. McGuck, S. J.		30		30			
Washington College	Chestertown, Md.	1782	1782	Non-sect.	William J. Rivers, A. M.	7						
Rock Hill College	Ellicott City, Md.	1865	1857	R. C.	Rev. Brother Azarias	4	91					
St. Charles's College	Ellicott City, Md.	1831	1848	R. C.	Rev. Peter Paul Denis, S. S., A. M.	7	71		71			
Mt. St. Mary's College	Emmitsburg, Md.	1830	1808	R. C.	Very Rev. Wm. Byrne, A. M., D. D., V. G.	3	54	0	35	19		
Frederick College	Frederick, Md.	1829	1763	Non-sect.	Thomas A. Gatch, A. M.							
New Windsor College	New Windsor, Md.	1843	1843	Presb.	Rev. A. M. Jelly, D. D.		32	12	33	11		
Western Maryland College	Westminster, Md.	1868	1867	Meth. Prot.	Rev. James Thomas Ward, D. D.	2	0	0	0	0		
Amherst College	Amherst, Mass.	1825	1821	Cong.	Rev. Julius H. Seelye, D. D., LL. D.	0	130	0	100	30		
Boston College	Boston, Mass. (761 Harrison avenue)	1863	1864	R. C.	Rev. Jeremiah O'Connor, S. J.	7						
Boston University (College of Liberal Arts).	Boston, Mass.	1869	1873	M. E.	Rev. Wm. F. Warren, S. T. D., LL. D.							
Harvard College	Cambridge, Mass.	1650	1638	Non-sect.	Charles Wm. Eliot, LL. D.	0	0	0	0	0		
Tufts College	College Hill, Mass.	1852	1855	Universalist.	Rev. Elmer H. Capen, D. D.	0	0	0	0	0		
Williams College	Williamstown, Mass.	1793	1793	Cong.	Franklin Carter, Ph. D., LL. D.	0	0	0	0	0		
College of the Holy Cross.	Worcester, Mass.	1865	1843	R. C.	Rev. Edward D. Boone, S. J.		62					
Adrian College	Adrian, Mich.	1859	1859	Meth. Prot.	D. S. Stephens, M. A.	2	50	28				
Albion College	Albion, Mich.	1860	1860	M. E.	Rev. Lewis R. Fiske, D. D., LL. D.	4	79	57	70	66		
University of Michigan*	Ann Arbor, Mich.	1836	1841	Non-sect.	James B. Angell, LL. D.							
Battle Creek College	Battle Creek, Mich.	1874	1874	7th Day Adv't	A. Sidney Brownberger, A. M.		2250	6230	5	9		
Grand Traverse College	Benzonia, Mich.	1862	1863	Cong.	L. D. Maltby							
Hillsdale College	Hillsdale, Mich.	1855	1855	F. W. Baptist	Rev. De Witt Clinton Durgin, D. D.	3	208	121	44	285		
Hope College	Holland, Mich.	1866	1857	Ref. Dutch	Rev. Charles Scott, D. D.	3	52	23	33	1		

152	Kalamazoo College.....	1855	1855	Baptist	Rev. Kendall Brooks, D. D.	3	61	51	32	80
153	Olivet College.....	1858	1858	Cong. & Pres	Rev. Horatio Q. Butterfield, D. D.	7	73	78	50	c101
154	Hamline University.....	1855	1855	M. E.	Rev. D. C. John, D. D.	7	63	32	37	58
155	Augsburg Seminary (Greek department).	1854	1874	Lutheran	Prof. Georg Sverdrup.....	28	28			
156	Macalester College <sup>d</sup> .....	1853	1874	Presb.	Rev. Rockwood Macquesten, A. M.					
157	University of Minnesota.....	1868	1867	Non-sect.	William Watts Folwell, LL. D.		43	13	16	40
158	Carlton College.....	1866	1867	Cong.	Rev. James W. Strong, D. D.	1	54	46	e74	f142
159	Mississippi College.....	1850	1851	Baptist	Rev. W. S. Webb, D. D.	2	130		30	60
160	Shaw University.....	1870	1868	M. E.	Rev. W. W. Hooper, A. M.	2	193	97	219	71
161	University of Mississippi.....	1844	1848	Non-sect.	Alexander P. Stewart, Chancellor	3	137	0		
162	Christian University.....	1853	1855	Christian	J. C. Reynolds, A. M.	2				
163	St. Vincent's College.....	1843	1844	R. C.	Rev. J. W. Hickey, C. M.	102				
164	University of the State of Missouri <sup>a</sup> .....	1839	1840	Non-sect.	Samuel S. Laws, A. M., M. D., LL. D.		445	730	30	20
165	Grand River College <sup>g</sup> .....	1857	1859	Baptist	Thomas H. Storts, A. M.	74	81	30	30	42
166	Lewis College.....	1855	1857	M. E.	Rev. Eugene R. Hendrix, A. M., D. D.	2	15	20		
167	Central College.....	1868	1866	Non-sect.	Rev. James C. Hall, A. M.	15	75	80	49	22
168	Pritchett School Institute.....	1876	1869	United Presb.	Rev. J. H. Pritchett, A. M.	2				
169	Lincoln College.....	1870	1869	Baptist	J. F. McKraham.....	14	12	14	12	12
170	La Grange College <sup>g</sup> .....	1859	1866	Baptist	J. F. Cook, M. A., LL. D.					
171	College of the Christian Brothers <sup>a</sup> .....	1849	1852	Baptist	Rev. W. R. Rothwell, D. D.	1	65		30	25
172	St. Louis, Mo.....	1855	1855	R. C.	Rev. Brother James.....					
173	St. Louis University.....	1832	1829	R. C.	Rev. R. J. Meyer, S. J.	14	299		149	30
174	Washington University <sup>a</sup> .....	1853	1853	Non-sect.	Rev. William Greenleaf Eliot, D. D.	(j)	(j)	(j)	(j)	
175	Drury College.....	1873	1873	Cong.	Rev. Nathan J. Morrison, D. D.	6	50	47	58	18
176	Stewartsville College.....	1879	1863	Non-sect.	Rev. W. O. H. Perry, A. M.	2	33	17	8	42
177	Central Wesleyan College.....	1865	1864	German M. E.	Rev. Herman A. Koch, D. D.	4	85	31		
178	Doane College.....	1872	1872	Cong.	Rev. D. B. Perry, A. M.					
179	Nebraska Wesleyan University.....	1880	1879	Non-sect.	Rev. J. J. Fleharty, A. M.		51	42	(38)	
180	University of Nebraska.....	1869	1871	Non-sect.	Rev. Edmund B. Field, S. T. D., LL. D., Chancellor.					
181	Nebraska College.....	1868	1866	P. E.	Rev. John McNamara, D. D.	5	67		9	
182	Crichton University.....	1879	1878	R. C.	Rev. Thos. H. Miles, S. J.	6	200	0		
183	State University of Nevada <sup>l</sup> .....		1874	Non-sect.	John S. Mayhugh, pres't board of regents.	1	(40)			
184	Dartmouth College <sup>a</sup> .....	1769	1770	Cong.	Rev. Samuel C. Bartlett, D. D., LL. D.					
185	St. Benedict's College.....		1868	R. C.	Rev. P. Melittus Tritz, O. S. B., LL. D.					
186	Rutgers College.....	1770	1771	Non-sect.	Rev. William H. Campbell, D. D., LL. D.	(m)	(m)			
187	College of New Jersey <sup>a</sup> .....	1746	1746	Presb.	Rev. James McCosh, D. D., LL. D.	0	0	0	0	0
188	Seton Hall College <sup>a</sup> .....	1861	1856	R. C.	Rev. James Henry Corrigan, A. M.					

\* From Report of the Commissioner of Education for 1880.  
<sup>a</sup> These are in elementary studies.  
<sup>b</sup> In values students in biblical and teachers' course.  
<sup>c</sup> 77 are preparing for ladies' course.  
<sup>d</sup> Suspended for several years; Baldwin school, the preparatory department, was reopened September, 1880.  
<sup>e</sup> At Osceola; removed to Fullerton in 1881.  
<sup>f</sup> Preparatory department only organized.  
<sup>g</sup> Preparatory department is identical with Rutgers College Grammar School (Table VII).

See reports of Sumner Academy (Table VII) and Mary Institute (Table VIII).

TABLE IX.—*Statistics of universities and colleges for 1881, &c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	Principal.	Preparatory department.						Number of students unclassified.	
						Number of instructors.	Students.				Preparing for special course.		Preparing for scientific course.
							Male.	Female.	8	9			
1	2	3	4	5	6	7	8	9	10	11	12		
189 St. Bonaventure's College.....	Allegany, N. Y.....	1875	1859	R. C.....	Very Rev. Fr. Theophilus Pospisilik, O. S. F.	8	59	.....	38	21	.....		
190 St. Stephen's College.....	Annandale, N. Y.....	1860	1860	Prot. Epis.....	Rev. Robert B. Fairbairn, D. D., LL. D.	.....	11	0	11	0	.....		
191 Wells College.....	Aurora, N. Y.....	1868	1868	Presb.....	Rev. Edward S. Frisbee, D. D.	.....	48	39	9	.....	.....		
192 Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y.....	1854	1855	Non-sect.....	David H. Cochran, Ph. D., LL. D.	22	562	0	120	6300	.....		
193 St. John's College.....	Brooklyn, N. Y.....	1873	1879	R. C.....	Rev. A. J. Meyer, C. M.	4	85	0	.....	.....	.....		
194 Canisius College.....	Buffalo, N. Y.....	1881	1870	R. C.....	Rev. Martin Port, S. J.	12	220	.....	.....	.....	.....		
195 St. Joseph's College*.....	Buffalo, N. Y.....	1861	1861	R. C.....	Brother Frank.....	6	0	0	0	0	.....		
196 St. Lawrence University.....	Canton, N. Y.....	1856	1858	Universalist.....	Rev. Absalom G. Gaines, D. D.	0	0	0	0	0	.....		
197 Hamilton College.....	Canton, N. Y.....	1812	1812	Presb.....	Rev. Henry Darling, D. D., LL. D.	.....	.....	.....	.....	.....	.....		
198 Elmira Female College*.....	Elmira, N. Y.....	1855	1855	Presb.....	Rev. Augustus W. Cowles, D. D.	.....	30	30	30	50	638		
199 St. John's College.....	Fordham, N. Y.....	1846	1841	R. C.....	Rev. F. Wm. Gockeln, S. J.	5	90	0	0	0	0		
200 Hobart College.....	Geneva, N. Y.....	1825	1824	P. E.....	Rev. Robt. Graham Hinsdale, S. T. D.	(c)	(c)	0	(c)	0	0		
201 Madison University.....	Hamilton, N. Y.....	1846	1820	Baptist.....	Rev. Ebenezer Dodge, D. D., LL. D.	(c)	0	0	0	0	0		
202 Cornell University.....	Ithaca, N. Y.....	1865	1868	Non-sect.....	Hon. Andrew Dickson White, LL. D.	0	0	0	0	0	0		
202 Ingham University.....	Le Roy, N. Y.....	1857	1835	Presb.....	Mrs. E. E. Ingham Staunton, A. E., Vice chancellor.	2	80	.....	.....	.....	.....		
204 College of St. Francis Xavier.....	New York, N. Y.....	1861	1847	R. C.....	Rev. Samuel H. Frisbee, S. J.	10	276	.....	276	.....	.....		
205 College of the City of New York.....	New York, N. Y.....	d1847	1848	Non-sect.....	Alexander Stewart Webb, LL. D.	15	329	.....	139	190	244		
206 Columbia College.....	New York, N. Y.....	1754	1754	Non-sect.....	Frederick A. P. Barnard, S. T. D., LL. D., LL. D.	.....	.....	.....	.....	.....	.....		
207 Manhattan College.....	New York, N. Y. (Grand Boulevard and One hundred and thirty-second street).	1863	1853	R. C.....	Rev. Brother Anthony.....	20	524	.....	.....	.....	.....		



	1867	1868	Non-sect.	Rev. Samuel D. Burchard, D. D.	2	40	
208 Rutgers Female College							
209 St. Louis College*		1869	R. C.	John P. Brophy			
210 University of the City of New York*		1830	Non-sect.	Rev. Howard Crosby, D. D., LL. D., Chancellor, f			
211 Vassar College		1865	Non-sect.	Rev. Samuel L. Caldwell, D. D.		69	
212 University of Rochester		1860	Baptist	Martin B. Anderson, LL. D.			
213 Union College*		1795	Non-sect.	Rev. Eliphalet Nott Potter, D. D., LL. D.	7	80	20
214 College and Seminary of Our Lady of Angels.		1863	R. C.	Very Rev. Patrick V. Kavanagh, C. M.		59	(59)
215 Syracuse University		1870	M. E.	Rev. Charles N. Sims, D. D., Chancellor.	0	0	0
216 University of North Carolina*		1789	1795	Kemp P. Battle, LL. D.	0	0	0
217 Middlebury College*		1877	Presb.	Rev. Stephen Marton, D. D.	4	120	40
218 Davidson College*		1837	Presb.	Rev. A. D. Hepburn, D. D., LL. D.	1	8	8
219 North Carolina College		1859	Ev. Luth.	Rev. A. A. Bille, D. D.	1	66	25
220 Shaw University		1866	Baptist	Rev. H. M. Tupper, A. M.			12
221 Rutherford College		1871	Non-sect.	Rev. Robt. L. Alcorneth A. M., D. D.	h198	h54	74
222 Trinity College		1852	M. E. So	Rev. B. Craven, D. D., LL. D.	14	10	4
223 Wake Forest College		1834	Baptist	Rev. Thos. Henderson Pritchard, D. D.	1	50	
224 Weaverville College		1873	Non-sect.	E. M. Goolsby, A. M.	1	77	29
225 Bucltel College		1870	Univ.-salist	Rev. Orello Cony, D. D.	6	73	67
226 Ashland College		1878	Ger. Baptist	Elder R. H. Miller	3	42	15
227 Ohio University		1804	Non-sect.	William H. Scott	3	34	31
228 Baldwin University		1856	M. E.	Am. Schuyler, LL. D.	3	125	77
229 German Wallace College		1864	M. E.	Rev. Wm. N. W. D.	2	22	1
230 St. Joseph's College		1873	R. C.	Isaac M. W. W. D.	3	22	
231 St. Xavier College		1871	R. C.	Rev. J. I. Goughan, S. J.	6	170	60
232 University of Cincinnati		1870	Non-sect.	Thomas Tickers, D. D., rector	0	0	0
233 Farmers' College		1846	Non-sect.	P. V. N. Myers, A. M.	1	21	8
234 Capital University		1860	Ev. Luth.	Rev. M. Loy, A. M.	1	27	20
235 Ohio State University*		1870	Non-sect.	Edward Orton, Ph. D.	(i)	(i)	
236 Ohio Wesleyan University		1842	M. E.	Rev. Charles H. Payne, D. D., LL. D.	260	102	86
237 Kenyon College*		1824	P. E.	Rev. William E. Loomie, D. D.	10	116	
238 Denison University		1832	Baptist	Rev. Alfred Owen, D. D.	8	170	35
239 Hiram College		1867	Disciples	Bulke A. Hinsdale, A. M.	3	4	4
240 Western Reserve College <sup>n</sup>		1826	Presb. & Cong.	Rev. Carroll Cutler, D. D.	2	48	5
241 Ohio Central College		1835	Non-sect.	Rev. J. P. Robb, A. M.	39	43	5
242 Marietta College		1835	Non-sect.	Rev. Israel Ward Andrews, D. D., LL. D.	2	106	26
244 Mt. Union College		1858	Non-sect.	O. N. Hartshorn, LL. D.	07	115	40

\* From Report of the Commissioner of Education for 1880.  
<sup>a</sup> For scientific or liberal course.  
<sup>b</sup> English and special students.  
<sup>c</sup> See report of College Academy (Table VII).  
<sup>d</sup> As a free academy; in 1866 as a college.  
<sup>e</sup> These are in commercial course.  
<sup>f</sup> Catalogue 1881-82 gives Rev. John Hall, D. D., Chancellor ad interim.  
<sup>g</sup> As an academy in 1858.  
<sup>h</sup> Total for all departments.  
<sup>i</sup> Includes students preparing for philosophical course.  
<sup>j</sup> As Baldwin University; founded in 1845 as Baldwin Institute.  
<sup>k</sup> Since succeeded by Rev. Walter Q. Scott, A. M.  
<sup>l</sup> See Table X, Part I.  
<sup>m</sup> Preparing for philosophical course.  
<sup>n</sup> Since statistics are for the year ending June, 1881; since that time steps have been taken towards the removal of Western Reserve College to Cleveland, Ohio, name to be changed to Adelbert College of Western Reserve University.  
<sup>o</sup> Preparatory and normal.

TABLE IX. — *Statistics of universities and colleges for 1881, &c.* — Continued.

NOTE. — For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.						Number of students unclassified.	
						Number of instructors.	Students.				Preparing for classical course.		Preparing for self-enthle course.
							Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12		
Franklin College.....	New Athens, Ohio.....	1825	1825	Non-sect.....	Rev. George C. Vincent, D. D.....	---	28	8	---	---	---		
Muskingum College.....	New Concord, Ohio.....	1837	1837	United Presb.....	Rev. F. M. Spencer.....	---	64	25	30	59	---		
Oberlin College.....	Oberlin, Ohio.....	1833	1833	Cong.....	Rev. James H. Fairchild.....	30	390	250	269	4371	---		
Richmond College.....	Richmond, Ohio.....	1835	1835	F. W. Baptist.....	M. Stahl.....	2	80	25	5	22	---		
Rio Grande College.....	Rio Grande, Ohio.....	1875	1876	M. E.....	Albans A. Moulton, A. M.....	---	---	(114)	---	---	---		
Scio College.....	Scio, Ohio.....	1866	1866	Friends.....	John W. Ravell, Ph. D.....	5	33	30	---	---	---		
Miami Valley College.....	Springboro, Ohio.....	1875	1875	Ev. Luth.....	Eugene H. Foster, A. M.....	3	60	10	45	---	---		
Wittenberg College.....	Springfield, Ohio.....	1845	1845	Reformed.....	Rev. J. B. Helwig, D. D.....	5	74	27	---	---	---		
Heidelberg College.....	Tiffin, Ohio.....	1850	1850	United Breth.....	Rev. Geo. W. Willard, D. D.....	5	41	37	---	---	---		
Urbanu University.....	Urbana, Ohio.....	1850	1851	New Church.....	Rev. Frank Sewall, A. M.....	5	66	27	33	60	---		
Otterbein University.....	Westerville, Ohio.....	1847	1847	United Breth.....	Rev. H. A. Thompson, D. D.....	---	---	---	---	---	---		
Wilberforce University.....	Wilberforce, Ohio.....	1853	1863	Af. M. E.....	Rev. Benjamin F. Lee, D. D.....	---	30	35	14	51	---		
Willoughby College.....	Willoughby, Ohio.....	1858	1859	Meth.....	W. W. Gist.....	---	---	---	---	---	---		
Wilmington College.....	Wilmington, Ohio.....	1875	1870	Friends.....	James B. Unthank, B. S.....	6	116	60	72	1	---		
University of Wooster.....	Wooster, Ohio.....	1866	1866	Presb.....	Rev. Archibald A. E. Taylor, D. D.....	---	51	18	42	---	---		
Antioch College.....	Yellow Springs, Ohio.....	1852	1853	Non-sect.....	Samuel C. Derby, A. M.....	3	60	50	---	---	---		
Corvallis College.....	Corvallis, Oreg.....	1868	1865	Non-sect.....	B. L. Arnold, A. M.....	2	35	34	22	47	---		
University of Oregon.....	Eugene City, Oreg.....	1876	1876	Non-sect.....	John W. Johnson, A. M.....	2	74	49	---	---	---		
Pacific University and Tualatin Academy.....	Forest Grove, Oreg.....	1854	1854	Evang.....	Rev. J. R. Herrick, S. T. D.....	---	---	---	---	---	---		
Blue Mountain University.....	La Grande, Oreg.....	1876	1876	Non-sect.....	Rev. G. E. Ackerman, A. B., S. T. B.....	4	60	44	40	464	---		
McMinnville College.....	McMinnville, Oreg.....	1857	1858	Baptist.....	E. C. Andersen.....	3	46	48	14	5	---		
Christian College.....	Monmouth, Oreg.....	1865	1866	Christian.....	T. F. Campbell, A. M.....	2	44	36	26	56	---		
Philomath College.....	Philomath, Oreg.....	1865	1868	United Breth.....	Rev. Wayne S. Walker, A. M.....	3	70	30	27	73	---		
Williamette University.....	Salem, Oreg.....	1853	1844	M. E.....	Thomas Van Scoy, A. M., B. D.....	6	50	55	105	---	---		
Muhlenberg College.....	Allestown, Pa.....	1867	1867	Ev. Luth.....	Rev. Benjamin Sattler, D. D.....	5	103	34	---	---	---		
Lebanon Valley College.....	Annuville, Pa.....	1867	1866	United Breth.....	Rev. D. D. DeLong, A. M.....	1	52	24	16	6	---		

271	St. Vincent's College*	Beatty, Pa.	1870	1846	R. C.	Rt Rev. Boniface Wimmer, O. S. B.	77	3	23	3	431
272	Dickinson College	Carlisle, Pa.	1783	1783	M. E.	Rev. James A. McCauley, D. D.	1	27	3	23	3
273	Pennsylvania Military Academy	Chester, Pa.	1862	1862	Non-sect.	Col. Theodore Ryatt, M. A.	25	25	0	0	25
274	Lafayette College	Easton, Pa.	1826	1826	Presb.	Rev. Wm. C. Cartell, D. D., LL. D.	0	0	0	0	0
275	Ursinus College	Freeland, Pa. (Collegeville P. O.)	1869	1870	Ref. German	Rev. J. H. A. Bomberger, D. D.	3	52	0	0	0
276	Pennsylvania College	Gettysburg, Pa.	1832	1882	Ev. Luth.	Rev. Milton Valentine, D. D.	2	46	44	2	2
277	Thiel College	Greenville, Pa.	1870	1870	Ev. Luth.	Rev. H. W. Roth, A. M.	2	31	5	34	34
278	Haverford College	Haverford College, Pa.	1832	1832	Friends	Thomas Chas. LIT. D., LL. D.	2	31	5	34	34
279	Monongahela College	Jefferson, Pa.	1868	1868	Baptist	Rev. H. C. Craig, D. D.	3	51	35	35	35
280	Franklin and Marshall College	Lancaster, Pa.	1853	1853	Reformed	Rev. Thomas G. Apple, D. D.	3	51	35	35	35
281	University at Lewisburg	Lewisburg, Pa.	1846	1847	Baptist	Rev. David J. Hill, A. M.	4	63	3	3	3
282	Lincoln University*	Lincoln University, Pa. (Chester County)	1854	1853	Non-sect.	Rev. Isaac N. Rendall, D. D.	4	63	3	3	3
283	St. Francis College	Loretto, Pa.	1858	1851	R. C.	Bro. Lawrence O'Donnell	10	65	12	12	12
284	Allegheny College	Meadville, Pa.	1817	1815	M. E.	Rev. Lucius H. Bugbee, D. D.	3	137	35	172	172
285	Mercersburg College*	Mercersburg, Pa.	1865	1865	Reformed	Rev. E. E. Higbee, D. D.	1	17	14	3	3
286	Westminster College	New Wilmington, Pa.	1852	1852	United Presb.	Rev. E. T. Jeffers, D. D.	2	34	17	39	12
287	La Salle College	Philadelphia, Pa.	1863	1863	R. C.	Brother Romuald	12	180	75	38	38
288	St. Joseph's College	Philadelphia, Pa.	1852	1852	R. C.	Rev. B. Villiger, S. J.	8	245	216	12	12
289	University of Pennsylvania*	Philadelphia, Pa.	1755	1748	Non-sect.	William Pepper, A. M., M. D., LL. D.	3	50	10	40	40
290	Pittsburgh Catholic College	Pittsburgh, Pa.	1878	1878	R. C.	Rev. P. W. Power	4	150	43	107	107
291	Western University of Pennsylvania	Pittsburgh, Pa.	1819	1819	Non-sect.	Rev. Henry M. MacCracken, D. D., chancellor.	4	150	43	107	107
292	Lehigh University	South Bethlehem, Pa.	1866	1866	Prot. Epis	Robert A. Lamberton, LL. D.	0	0	0	0	0
293	Swarthmore College	Swarthmore, Pa.	1864	1869	Friends	Edward H. Magill, A. M.	4	80	56	43	67
294	Augustinian College of Villanova*	Villanova, Pa.	1848	1842	R. C.	Rev. Joseph A. Coleman, O. S. A.	2	36	0	0	0
295	Washington and Jefferson College	Washington, Pa.	1802	1802	Presb.	Rev. George P. Hays, D. D.	2	36	0	0	0
296	Brown University	Providence, R. I.	1764	1765	Non-sect.	Rev. E. G. Robinson, D. D., LL. D.	0	0	0	0	0
297	College of Charleston	Charleston, S. C.	1785	1789	Non-sect.	F. W. Capers, chairman of faculty	0	0	0	0	0
298	University of South Carolina†	Columbia, S. C.	1801	1805	Asso. Ref. Pres	William Porcher Miles	1	23	21	2	2
299	Erskine College	Due West, S. C.	1841	1839	Baptist	Rev. W. M. Grier, D. D.	1	83	83	12	13
300	Furman University‡	Greenville, S. C.	1851	1851	Ev. Luth.	Rev. James C. Furman, D. D.	1	25	12	13	13
301	Newberry College	Newberry, S. C.	1856	1858	Ev. Luth.	Rev. G. W. Holland, A. M.	1	25	12	13	13
302	Cladin University and South Carolina Agricultural College and Mechanics' Institute.	Orangeburg, S. C.	1869	1870	Meth. Epis.	Rev. Edward Cooke, A. M., S. T. D.	4	86	54	14	4
303	Wofford College	Spartanburg, S. C.	1851	1854	M. E. So	James H. Cartledge, A. M., LL. D.	1	87	40	40	100
304	Adger College*	Walhalla, S. C.	1877	1877	Presb.	Rev. John R. Riley, chairman	2	100	40	40	100
305	East Tennessee Wesleyan University	Athens, Tenn.	1867	1868	Meth. Epis	Rev. John F. Spence, S. T. D.	1	70	26	26	26
306	King College	Bristol, Tenn.	1868	1867	Presb.	Rev. J. D. Tadlock, D. D.	1	70	26	26	26
307	Southwestern Presbyterian University*	Clarksville, Tenn.	1875	1875	Presb.	Rev. J. N. Waddell, D. D., LL. D., chancellor.	1	70	26	26	26
308	Hiwassee College	Hiwassee College, Tenn. k.	1850	1849	M. E. South.	Rev. John H. Brunner, A. M., D. D.	1	70	26	26	26

\* From Report of Commissioner of Education for 1880, g Date of charter and organization of Jefferson College; j Institution undergoing reorganization; figures are for 1880.  
 a Preparing for literary course.  
 b Reported in 1880 as suspended; reorganized in the autumn of 1881.  
 c Suspended for a short time; figures are for 1880.  
 d Includes students preparing for other courses.  
 e These are in elementary studies.  
 f See report of University Academy (Table VII).  
 g Since succeeded by Rev. James D. Moffat, D. D.  
 h The female department is at Sweetwater, seven miles from Hiwassee College.  
 i Suspended for several years; the South Carolina College of Agriculture and the Mechanic Arts was organized October, 1880, in the buildings of the university (see Table X, Part I).



TABLE IX.—*Statistics of universities and colleges for 1881, &c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.				Number of students unclassified.		
						Number of instructors.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.	Entire course.	
1	2	3	4	5	6	7	8	9	10	11	12	12
309	Southwestern Baptist University.....	Jackson, Tenn.....	1874	Baptist.....	George W. Jarman, M. A., LL. D.....	1	38	.....	20	18	.....	.....
310	University of Tennessee; Tennessee Agricultural College.....	Knoxville, Tenn.....	1807 1808	Non-sect.....	Rev. Thomas W. Humes, s. T. D.....	3	92	0	8	284	.....	.....
311	Cumberland University.....	Lebanon, Tenn.....	1869	Cumb. Pres.....	Nathan Green, LL. D., chancellor.....	2	100	.....	.....	.....	.....	.....
312	Bethel College.....	McKenzie, Tenn.....	1842	Cumb. Pres.....	Rev. W. W. Hendrix, D. D.....	5	100	54	52	.....	.....	.....
313	Maryville College.....	Maryville, Tenn.....	1850	Presb.....	Rev. P. Mason Bartlett, D. D.....	5	110	20	25	.....	.....	.....
314	Christian Brothers' College.....	Memphis, Tenn.....	1842	R. C.....	Brother Maurelian.....	5	110	15	2	10	.....	.....
315	Mosheim Institute.....	Mosheim, Tenn.....	1870	Baptist.....	Rev. J. C. Barb, A. M.....	2	108	12	6	18	.....	.....
316	Carson College.....	Mossey Creek, Tenn.....	1853	Baptist.....	Rev. N. B. Goforth, D. D.....	2	108	12	6	18	.....	.....
317	Central Tennessee College.....	Nashville, Tenn.....	1866	Math. Epis.....	Rev. John Braden, D. D.....	3	39	14	53	.....	.....	.....
318	Fisk University.....	Nashville, Tenn.....	1867	Congr.....	Rev. E. M. Cravath, M. A.....	0	0	0	0	0	.....	.....
319	Vanderbilt University.....	Nashville, Tenn.....	1873	M. E. South.....	London C. Garland, LL. D., chancellor.....	5	66	.....	.....	.....	.....	.....
320	University of the South.....	Sewanee, Tenn.....	1858	Prot. Epis.....	Rev. Telfair Hodgson, D. D., vice-chancellor.....	2	50	30	58	.....	.....	.....
321	Burritt College.....	Spencer, Tenn.....	1850	Christian.....	T. W. Brents.....	2	51	7	.....	.....	.....	.....
322	Greenville and Tusculum College*.....	Tusculum, Tenn.....	1794	Non-sect.....	Rev. W. S. Dook, D. D.....	2	100	0	12	20	.....	.....
323	Winchester Normal.....	Winchester, Tenn.....	1856	R. C.....	James A. W. Terrill.....	4	38	.....	41	17	.....	.....
324	St. Mary's University.....	Galveston, Tex.....	1855	M. E. South.....	Rev. A. M. Truchard.....	.....	.....	.....	.....	.....	.....	.....
325	Southwestern University.....	Georgetown, Tex.....	1875	.....	Rev. Francis Asbury Mood, D. D., regent.....	66	665	671	12	23	.....	.....
326	Henderson Male and Female College.....	Henderson, Tex.....	1870	Non-sect.....	Lynan Gould, A. M.....	1	35	.....	109	121	.....	.....
327	Baylor University.....	Independence, Tex.....	1845	Baptist.....	Rev. Wm. Carey Crane, D. D., LL. D.....	2	186	6154	19	.....	.....	.....
328	Mansfield Male and Female College.....	Mansfield, Tex.....	1872	Non-sect.....	Rev. John Collier.....	2	104	93	9	.....	.....	.....
329	Austin College.....	Sherman, Tex.....	1849	Presb.....	Rev. E. P. Palmer, D. D.....	2	104	93	9	.....	.....	.....
330	Trinity University.....	Tehuacan, Tex.....	1870	Cumb. Presb.....	Rev. W. E. Beeson, D. D.....	2	104	93	9	.....	.....	.....
331	Waco University.....	Waco, Tex.....	1861	Baptist.....	Rev. Rufus C. Burleson, D. D.....	3	41	20	.....	.....	.....	78



332	Marvin College.....	Waxahachie, Tex.....	1873	1872	Non-sect.....	Rev. L. M. Lewis, D. D.....	2	55	45	41	59
333	University of Vermont and State Agr- icultural College.....	Barlinton, Vt.....	1791 1865	1860 1863	Non-sect.....	Rev. Matthew Henry Buckham, D.D.....	0	0	0	0	0
334	Middlebury College.....	Middlebury, Vt.....	1800	1800	Cong.....	Rev. Cyrus Hopkins, D.D., LL. D.....	0	0	0	0	0
335	Randolph Macon College.....	Ashtand, Va.....	1830	1832	M. E. South.....	Rev. William W. Bennett, D. D.....	2	42	0	18	10
336	Emory and Henry College.....	Emory, Va.....	1839	1838	M. E. South.....	Rev. David Williams, M. A., D. D.....	2	0	0	0	0
337	Hamden Sidney College.....	Hamden Sidney College, Va.....	1783	1776	Presb.....	Rev. J. M. P. Atkinson, D. D.....	0	0	0	0	0
338	Washington and Lee University.....	Lexington, Va.....	1782	1749	Non-sect.....	Ben. G. W. C. Lee.....	0	0	0	0	0
339	Richmond College.....	Richmond, Va.....	1840	1832	Baptist.....	B. Puryear, LL. D., chairman of faculty.....	0	0	0	0	0
340	Roanoke College.....	Salem, Va.....	1853	1853	Lutheran.....	Julius D. Dreher, A. M., PH. D.....	2	31	—	—	—
341	University of Virginia.....	University of Virginia, Va.....	1819	1825	Non-sect.....	James F. Harrison, M. D., chair- man of faculty.....	2	—	—	—	—
342	College of William and Mary d.....	Williamsburg, Va.....	1693	1694	Prot. Epis.....	Benjamin S. Ewell, LL. D.....	2	—	—	—	—
343	Bedford College.....	Bedford, W. Va.....	1840	1841	Christian.....	W. K. Pendleton, LL. D.....	2	—	—	—	—
344	West Virginia College.....	Fleming, W. Va.....	1868	1868	F. W. B.....	Howard N. Ogden, A. B.....	2	12	15	—	—
345	West Virginia University.....	Morgantown, W. Va.....	1867	1867	Non-sect.....	D. B. Purrinton, A. M., acting presi- dent.....	3	97	0	40	37
346	Shepherd College*.....	Shepherdstown, W. Va.....	1871	1871	Non-sect.....	Joseph McMurrin, A. M.....	3	7	—	—	—
347	Lawrence University.....	Apleton, Wis.....	1847	1849	Meth. Epis.....	Rev. E. D. Huntley, D. D., LL. D.....	67	55	9	43	—
348	Beloit College.....	Beloit, Wis.....	1846	1847	Presb. & Cong.....	Rev. Aaron L. Chapin, D. D.....	2	114	81	77	37
349	Galesville University*.....	Galesville, Wis.....	1854	1859	Presb.....	J. W. McLaury, A. M.....	54	27	—	—	—
350	University of Wisconsin.....	Madison, Wis.....	1848	1849	Non-sect.....	Rev. John Bascom, D. D., LL. D.....	2	54	33	—	—
351	Milton College.....	Milton, Wis.....	1867	1867	7th Day Bapt.....	Rev. T. R. Williams, D. D., acting den.....	2	109	79	—	30
352	Racine College.....	Racine, Wis.....	1852	1852	Prot. Epis.....	Rev. Stevens Parker, S. T. D., War- den.....	2	54	—	—	—
353	Ripon College.....	Ripon, Wis.....	1851	1863	Cong & Presb.....	Rev. Edward H. Merrill, A. M., D. D.....	2	77	113	—	—
354	Northwestern University*.....	Watertown, Wis.....	1864	1865	Lutheran.....	Rev. Augustus F. Ernst.....	56	—	—	—	64
355	Georgetown College.....	Georgetown, D. C.....	1815	1789	R. C.....	Rev. James A. Doonan, S. J.....	3	147	—	147	—
356	Columbian University.....	Washington, D. C.....	1821	1821	Non-sect.....	James C. Welling, LL. D.....	70	23	—	23	—
357	Gonzaga College*.....	Washington, D. C.....	1858	1848	R. C.....	Rev. Robert Fulton, S. J.....	5	123	—	113	10
358	Howard University.....	Washington, D. C.....	1867	1867	Non-sect.....	Rev. Wm. W. Patton, D. D.....	1	19	—	19	—
359	National Deaf-Mute College.....	Washington, D. C.....	1864	1864	Non-sect.....	Edward M. Gallaudet, Ph. D., LL. D.....	3	—	—	—	—
360	University of Deseret.....	Salt Lake City, Utah.....	1850	1850	Non-sect.....	John R. Park, M. D.....	3	128	74	—	—
361	University of Washington Territory*.....	Seattle, Wash. Ter.....	1861	1862	Non-sect.....	A. J. Anderson, A. M.....	5	—	(83)	—	—
362	Holy Angels College.....	Vancouver City, Wash. Ter.....	0	1866	R. C.....	Rev. Peter Poaps.....	2	—	—	80	30

\* From Report of the Commissioner of Education for 1880.

*a* Includes Latin science students.

**b Total for all departments.**

These statistics are for the year 1880. College is for the present virtually figures are for 1880.

er the year 1880.  
sent virtually suspended;

Preparatory Greek class proper is discontinued.

Preparatory Greek class: preparatory department

TABLE IX.—*Statistics of universities and colleges for 1881, &c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Collegiate department.																											
Name.	Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of fellows.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.		
	No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professors.		Fresh-man.		Sophomore.		Junior.		Senior.		Fresh-man.	Sophomore.		Junior.		Senior.		Special or optional students.					No. of graduate students.	
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.									
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Southern University.	4	4	4	0	41																						
Howard College.	4	4	4	0	41																						
University of Alabama.	10	10	10	0	41																						
Cane Hill College.	3	3	3	0	41																						
Arkansas Industrial University.	11	11	11	0	41																						
Judson University*.	6	6	6	1	41																						
St. John's College of Arkansas*.	8	8	8	0	41																						
College of St. Augustine.	6	6	6	0	41																						
University of California*.	36	36	36	5	41																						
University of California*.	36	36	36	5	41																						
Pierce Christian College.	5	5	5	0	41																						
St. Vincent's College*.	11	11	11	0	41																						
University of Southern California.	6	6	6	0	41																						
St. Ignatius College*.	12	12	12	0	41																						
St. Mary's College.	13	13	13	0	41																						
Santa Clara College.	14	14	14	0	41																						
University of the Pacific.	15	15	15	0	41																						
Pacific Methodist College.	16	16	16	1	41																						
Resbyterian College.	9	9	9	0	41																						
Resbyterian College.	18	18	18	0	41																						
University of Colorado.	6	6	6	0	41																						
University of Colorado.	6	6	6	0	41																						
Colorado College.	8	8	8	0	41																						
University of Denver.	9	9	9	3	41																						
Trinity College.	21	21	21	3	41																						
Wesleyan University.	12	12	12	3	41																						
Yale College.	20	20	20	0	41																						
Yale College.	30	30	30	0	41																						
Delaware College.	153	153	153	2	41																						

[illegible]

\* From Report of the Commissioner of Education for 1880.

a Total for all departments.

*b* Under classical are included students in scientific course.

c Whole number of students in college classes proper.

*d* See Table X, Part 1.

*e* For students in scientific department, see Table X,

Part 1.

*f* In 1879.  
*g* There were also 25 non-resident students pursuing the

There were also 23 non-resident students pursuing a non-resident course of study.

<sup>i</sup>These statistics are for the year 1880.

\*Includes students in other collegiate courses.

**k** Includes one only partially endowed.

These are graduates of the year 1881.

These are graduates of the year 1881.

TABLE IX.—*Statistics of universities and colleges for 1881, &c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Collegiate department.																									No. of years in collegiate course.	No. of weeks in scholastic year.
	Corps of instruction.			Whole number of students.	Students in classical course.								Students in scientific course.								No. of graduates students.	No. of fellowships.	No. of scholarships.				
					Fresh-man.				Sopho-more.		Junior.		Senior.		Fresh-man.		Sopho-more.		Junior.					Senior.			
	No. of resident pro-fessors and in-structors.	No. of non-resident professors and lecturers.	No. of endowed professorships.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
University Notre Dame du Lac	24	10	0	0	144	3	6	2	2	0	3	1	2	3	6	2	2	1	0	1	0	14	34			4	41
Earlham College	10	4	1	1	51	6	3	5	2	5	2	3	0	12	7	1	0	0	0	0	0	4	1	50	4	39	
Ridgeway College	9	5	4	1	52	6	3	5	2	5	2	3	0	12	7	1	0	0	0	0	0	4	1	50	4	36	
St. Meinrad's College	9	5	4	1	52	6	3	5	2	5	2	3	0	12	7	1	0	0	0	0	0	4	1	50	4	36	
Amity College*	75	4	4	2	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	39
Griswold College	76	4	4	2	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	39
Norwegian Luther College	77	8	8	2	14	..	..	..	..	15	1	18	..	..	2	..	..	3	2	2	2	2	..	..	1	4	38
Drake University	78	9	9	0	98	33	17	..	..	15	1	18	..	..	2	..	..	3	2	2	2	2	..	..	1	4	38
University of Des Moines	79	6	6	0	6125	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	4	43
St. Joseph's College*	80	6	6	0	117	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	4	39
Parsons College	81	6	6	0	117	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	4	39
Upper Iowa University	82	7	..	..	33	5	0	8	4	1	0	5	0	0	1	3	4	1	0	0	1	11	6	0	0	4	38
Iowa College	83	12	12	0	160	d22	d19	d11	d25	d11	d12	d17	d14	..	..	..	..	..	..	..	..	..	..	..	0	4	37
Simpson Centenary College	84	8	8	0	62	6	1	5	5	2	3	0	2	4	19	1	2	4	2	2	0	29	0	0	12	4	38
State University of Iowa	85	16	16	0	242	39	10	24	9	27	11	21	11	25	7	12	5	7	0	7	1	26	0	0	0	4	37
German College	86	7	7	0	27	d14	d1	d2	d2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	4	38
Iowa Wesleyan University	87	10	10	0	2	134	6	2	2	1	4	6	3	3	31	27	12	6	4	9	6	6	1	4	0	4	40
Cornell College	88	12	12	0	3	120	4	3	12	3	6	1	3	1	21	27	8	9	5	5	8	0	4	0	175	4	38
Oskaloosa College	89	65	..	..	6190	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	40	37
Penn College	90	6	6	2	56	d11	d10	d9	d10	d4	d6	d2	d4	..	..	..	..	..	..	..	..	..	..	..	0	4	38
Central University of Iowa	91	8	8	0	39	1	1	2	1	3	2	3	1	2	4	2	3	8	2	3	1	1	0	0	0	4	36
Tabor College*	92	8	8	0	52	5	0	4	2	1	2	2	0	14	26	5	8	2	3	1	0	17	0	0	1	4	38
St. Benedict's College	93	14	14	0	28	3	1	1	1	4	1	1	1	2	2	6	1	2	3	..	..	..	..	..	0	4	42
Baker University	94	8	8	0	12	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	0	4	38
Highland University	95	5	5	..	156	d28	d19	d10	d4	7	d4	d5	d9	d12	10	9	3	4	1	5	..	25	1	..	0	4	39
University of Kansas	96	17	17	..	156	d28	d19	d10	d4	7	d4	d5	d9	d12	10	9	3	4	1	5	..	25	1	..	0	4	40



97	Lane University.....	5	4	4	14	2	2	20	15	2	42	28	12	1	1	2	2	4	38
98	Ottawa University.....	15	13	2	0	153	28	0	15	2	0	42	0	12	0	6	0	4	41
99	St. Mary's College.....	17	15	2	12	4	0	0	0	1	0	1	0	0	1	0	0	6	41
100	Washington College.....	12	11	1	69	14	0	8	0	7	0	7	0	0	7	0	2	5	40
101	St. Joseph's College.....	6	6	0	0	29	d8	d5	d2	d1	d6	d4	d1	0	0	8	0	73	4
102	Berea College.....	b7				d50													36
103	Cecilian College.....	6	6	0	1	100	21	0	28	1	15	0	17	0			18	0	40
104	Centre College.....	f9				b7197													40
105	Emmence College.....	7	7	0	0	79													40
106	Kentucky Military Institute	7	7		0	79												0	(g)
107	Georgetown College.....	7	7			140								d22	d18		10	0	40
108	South Kentucky College.....													d29					40
109	Kentucky University.....	9	9	0	1	80													40
110	Kentucky Wesleyan College.....	4	4	0	0	83											0	0	5
111	Murray Male and Female Institute	b7				b185												4	38
	and West Kentucky Normal School.*																		40
112	Concord College*.....	4	3	1		97	4	2											4
113	Central University.....	8	8	1	1	85	20	15										30	4
114	St. Mary's College.....	10	8	2		54												5	43
115	Louisiana State University and Agri- cultural and Mechanical College.	9	9	0	0	29											0	0	3
116	Jefferson College (St. Mary's)	15	15																6
117	St. Charles College.....	10	9	1	0	49	16	17	11										40
118	Centenary College of Louisiana.....	6	4	2	44	e24		e10	e7	e3								4	40
119	College of the Immaculate Conception	8			14														42
120	Leland University*.....																		
121	New Orleans University.....	4	9		9	3			2	5	1	0	0	0	2	6	0	0	34
122	Straight University.....	9	9		29	9	2	1	2	5	1	0	0	0	2	6	0	0	33
123	University of Louisiana*.....	6	7	0	0														4
124	Rowdoin College.....	14	14	0	h6	49	30		36	26									40
125	Bates College.....	7	7	2	2	127	36	5	31	5	21	3	24	1	2	2	0	0	38
126	Coburn University.....	9	8	1	2	149	30	3	37	1	35	3	33	1	1	1	0	21	4
127	St. John's College*.....	9	10			64	17	13	17								6	1	0
128	Baltimore City College.....	13																26	4
129	Johns Hopkins University.....	33	33	6		i176													15
130	Loyola College.....	14			70												82	20	31
131	Washington College.....	3	3		34	e6		e12	e8	e6							2	0	0
132	Rock Hill College.....	10	19		44	20	12		7	5								4	44
133	St. Charles's College.....	15	13	0	0	107	34	28	20	25							0	0	4
134	Mt. St. Mary's College.....	12	15	5	0	132	37	28	19	11	12	10	9	9	6	0	0	4	42
135	Frederick College.....	3	3	0	0	51												0	0
136	New Windsor College.....	b11				b82												0	(g)
137	Western Maryland College.....	11	11	2	0	82	9	16	14					1	2		0	0	4
138	Amherst College.....	21	21	0	8	339	82	104	69	74				1	5		2	3	38
139	Boston College.....	20	16	1	0	115	35	0	30	0	26	0	24				0	0	100
140	Poston University (College of Liberal Arts)	16	15	1		107	7	8	12	11	11	9	19	5	1		4	19	4

\*From Report of the Commissioner of Education for 1880.  
*a* These are normal students.  
*b* Total for all departments.  
*c* Also five partially endowed.  
*d* Includes students in other collegiate courses.  
*e* Under classical are included students in scientific course.  
*f* These statistics are for the year 1880.  
*g* Not prescribed.  
*h* Three are only partially endowed.  
*i* Total enrolment, including fellows.









232	St. Xavier College.....	16	18	50	16	10	12	6	6	6	6	20	4	40			
233	University of Cincinnati.....	14	8	115	38	1	1	1	1	1	1	4	4	40			
234	Farmers' College.....	8	6	1	28	10	8	5	5	5	5	4	4	40			
235	Capital University.....	6	6	23	10	8	5	5	5	5	5	4	4	40			
236	Ohio State University.....	20	19	3	34	3	38	5	20	27	c38	11	c35	9	37		
237	Ohio Wesleyan University.....	11	11	6	66	23	18	9	7	7	4	4	4	4	38		
238	Kenyon College.....	8	2	66	23	18	16	3	7	1	c11	o7	o10	c3	5	39	
239	Denison College.....	9	9	4	61	13	16	3	7	1	1	c11	o7	o10	c3	5	39
240	Hiram College.....	9	9	1	200	1	2	23	3	3	3	3	3	3	3	3	39
241	Western Reserve College <i>g</i> .....	11	4	70	33	1	23	9	3	3	3	3	3	3	3	3	39
242	Ohio Central College.....	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	40
243	Marietta College.....	9	6	78	21	16	13	19	3	3	3	3	3	3	3	3	38
244	Mt. Union College.....	21	21	221	235	642	66	b19	b4	b30	b2	0	0	0	0	0	37
245	Franklin College.....	6	5	51	18	2	5	0	5	0	5	0	0	0	0	0	40
246	Muskingum College.....	8	8	69	2	13	16	4	6	4	4	4	4	4	4	4	40
247	Oberlin College.....	14	13	1	2	390	50	15	39	15	31	6	25	11	h47	h44	38
248	Richmond College <i>t</i> .....	248	248	248	248	248	248	248	248	248	248	248	248	248	248	248	40
249	Rio Grande College.....	5	5	2	0	10	1	4	4	1	10	4	5	2	2	1	40
250	Scio College.....	8	8	0	44	11	3	8	1	10	4	5	2	2	1	1	40
251	Miami Valley College.....	251	251	251	251	251	251	251	251	251	251	251	251	251	251	251	40
252	Wittenberg College.....	8	6	87	20	6	22	14	1	6	5	5	2	2	1	16	40
253	Heidelberg College.....	6	6	67	11	624	64	4	4	4	4	4	4	4	4	4	39
254	Urbana University.....	5	5	6	2	0	6	2	4	1	3	1	10	13	6	7	39
255	Offenbein University.....	6	6	5	76	7	0	6	2	4	1	3	1	10	13	6	42
256	Wilberforce University.....	8	4	35	0	0	0	0	0	0	0	0	0	0	0	0	39
257	Willoughby College.....	4	4	29	0	0	0	0	0	0	0	0	0	0	0	0	39
258	Williamson College.....	2	2	200	30	12	40	5	36	4	18	9	2	2	1	38	36
259	University of Wooster.....	15	14	1	6	19	5	1	2	1	1	0	0	0	0	0	38
260	Antioch College <i>k</i> .....	5	4	6	19	5	1	2	1	1	1	0	0	0	0	0	40
261	Corvallis College.....	4	4	114	635	620	b11	b12	b13	b3	b15	b5	0	0	0	0	40
262	University of Oregon*.....	5	5	50	16	1	1	2	3	3	1	2	c3	1	1	1	39
263	Pacific University and Tualatin Acad- emy*.....	4	4	1	16	1	1	2	3	3	1	2	c3	1	1	1	39
264	Blue Mountain University*.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	36
265	McMurrills College.....	3	1	94	6	5	2	3	10	4	4	4	4	4	4	4	40
266	Christian College.....	2	6	1	80	20	17	15	12	7	5	2	2	2	2	2	40
267	Philmont College.....	5	5	0	2	84	6	20	4	4	3	5	1	0	1	0	40
268	Williamette University.....	7	9	2	20	4	5	3	2	1	2	1	2	1	0	1	40
269	Mulholland College.....	4	6	68	b18	b19	b17	b14	1	6	1	2	3	3	1	6	40
270	Lebanon Valley College.....	7	7	70	9	6	3	1	4	1	6	1	2	3	3	1	40
271	St. Vincent's College*.....	271	271	271	271	271	271	271	271	271	271	271	271	271	271	271	39
272	Dickinson College.....	8	8	183	20	0	21	0	20	0	10	0	6	0	0	0	39
273	Pennsylvania Military Academy.....	12	11	114	0	0	0	0	70	0	27	8	9	9	9	9	37

*g* These statistics are for the year ending June, 1881;

since that time steps have been taken towards the removal of Western Reserve College to Cleveland, Ohio, name to be changed to Adelbert College of Western Reserve University.

*h* These are in literary course.

*i* Reported in 1880 as suspended; reorganized in the autumn of 1881.

*j* There are about 1,000 scholarships owned by members of the Reformed Church, which can be held by students of Heidelberg at \$40 for three years, or \$50 for four years.

*k* Suspended for a short time; figures are for 1880.

*l* All students on scholarships.

*a* From Report of the Commissioner of Education for 1880.

*b* Students from 1878 to 1880.

*c* Under classical are included students in scientific course.

*d* Includes students in other collegiate courses.

*e* Total for all departments.

*f* Not prescribed.

*g* See Table X, Part 1.

TABLE IX.—*Statistics of universities and colleges for 1881, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Collegiate department.																												
Name.	Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of fellows.	No. of years in collegiate course.	No. of weeks in scholastic year.				
	No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and instructors.	No. of endowed professors.		Fresh-man.	Sophomore.		Junior.		Senior.		Fresh-man.	Sophomore.		Junior.		Senior.		Special or optional students.	No. of graduate students.							
							Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.											
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
Lafayette College.....	23	20	3	4	a168	50	37	b4	26	35		45		(a)		(a)		(a)		(a)			1	0	0	4	39	
Ursinus College.....	7	7	0	5	21	10	b4	26	16	b5	b2	b2		(a)								2	1			4	38	
Pennsylvania College.....	4	6			107	28	34	26	9	26	16	2	4													4	39	
Thiel College.....	7	10	9	1	45	12	2	11	5	9				7		12	8	5					2		8	4	39	
Haverford College.....	10	9	1		78	9	15	8	12	8				4	0		3	0							5	6	38	
Monongahela College.....	7	8			21	2	3	5	1	2	1			4	0											6	39	
Franklin and Marshall College.....	8	8			97	19	30	29	19	29	19														110	4	39	
University at Lewisburg.....	7				63	22	23	27	65	67												6				4	40	
Lincoln University.....	281	10	3		98	41	25	20	12	20															10	4	38	
St. Francis College.....	282	20	6		65	14	18	15	18																	4	42	
Allegheny College.....	283	8	8	5	108	32	e8	e26	e3	e10	e3	e22	e4													5	42	
Meigsburg College.....	284	6	6	0	11	4				3	1															4	36	
Westminster College.....	285	8	8	0	112	24	18	18	24	1	16	1		3	7		1	3		2		12				4	40	
La Salle College.....	286	14	12	2	67																					4	38	
St. Joseph's College.....	287																								0	7	42	
University of Pennsylvania*.....	288	16	16	0	2	a139	43	31	29					(a)		(a)	(a)			(a)	e12			0	50	4	35	
Pittsburgh Catholic College.....	289	8	2		113	15	5	4	4	4	10	25	26	28			28					e12		0	6	38		
Western University of Pennsylvania.....	290	10	10	0	2	75	7	3	7	7	4	4	13	15			8	5		4		e42	1		0	4	40	
Lehigh University.....	291	13	16	1		112	3	6	6								e35	e8		e5		e42	1		1	4	40	
Swarthmore College.....	292	15	11	4	0	131	e5	e19	e11	8	e11	e5	e5				0	4	0	4	0	21	12	0		4	40	
Augustinian College of Villanova*.....	293	11	9	2		122	18	20	25								10	10		5		14				4	38	
Washington and Jefferson College.....	294	8	10		3	149	b35	b34	b42	b24							7									4	40	
Brown University.....	295	18	16	2	e4	251	e74	e69	e54	e54	b24						e54								73	4	38	
College of Charleston.....	296	9	4	3		27	b7	b2	b7	b2	b9						b2					2				4	40	
University of South Carolina.....	297	6	6			50	11	16	9	9	12							1				1				4	38	
Erskine College.....	298																										4	39

300	Furman University <i>g</i>	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
301	Newberry College	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
302	Clifton University and South Carolina Agricultural College and Mechanics Institute	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
303	Wofford College	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	
304	Adger College <sup>a</sup>	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
305	East Tennessee Wesleyan University	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
306	King College	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
307	Southwestern Presbyterian University <sup>a</sup>	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
308	Hiwassee College	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42		
309	Southwestern Baptist University	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
310	University of Tennessee; Tennessee Agricultural College	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
311	Cumberland University	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
312	Radford College	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
313	Maryville College	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
314	Christian Brothers' College	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46		
315	Mosheim Institute	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
316	Carson College	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
317	Central Tennessee College	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
318	Central Tennessee College	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	
319	Fisk University	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	
320	Vanderbilt University	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	
321	University of the South	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52		
322	Burritt College	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
323	Greenville and Tusculum College <sup>a</sup>	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	
324	Winchester Normal	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	
325	St. Mary's University	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	
326	Southwestern University	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
327	Henderson State and Female College	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
328	Taylor University	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
329	Mansfield Male and Female College	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
330	Austin College	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
331	Trinity University	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
332	Waco University <i>k</i>	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
333	Marvin College	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	
334	University of Vermont and State Agricultural College	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
335	Middlebury College	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	
336	Randolph Macon College	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	
337	Emory and Henry College	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	
338	Hamden Sidney College	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	
339	Washington and Lee University	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	

*g* Partially endowed.

*e* From Report of the Commissioner of Education for 1890.  
*a* For students in scientific department, see Table X, Part 2.  
*b* Under classical are included students in scientific course.  
*c* Includes students in other collegiate courses.  
*d* School of Engineering and Chemistry opened this year with 42 students, of whom 19 are also in college classes.

*f* Not prescribed.

*h* These statistics are for the year 1890.  
*i* For students in scientific department, see Table X, Part 1.  
*m* Curriculum consists of elective schools or departments.

*g* Institution undergoing reorganization; figures are for 1880.

*e* Partially endowed.  
*a* From Report of the Commissioner of Education for 1890.  
*b* Under classical are included students in scientific course.  
*c* Includes students in other collegiate courses.  
*d* School of Engineering and Chemistry opened this year with 42 students, of whom 19 are also in college classes.

TABLE IX. — *Statistics of universities and colleges for 1881, &c.* — Continued.

NOTE. — For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Collegiate department.																																
	Corps of instruction.				Whole number of students.				Students in classical course.												Students in scientific course.										No. of fellowships.	No. of years in collegiate course.	No. of weeks in scholastic year.
	No. of resident professors and instructors.		No. of non-resident professors and instructors.	No. of endowed professors.	17	18	19	20	21	Fresh-man.		Sophomore.		Junior.		Senior.		Fresh-man.		Sophomore.		Junior.		Senior.		Special or optional students.	No. of graduate students.						
	No. of faculty.	No. of resident professors and instructors.								Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.	Male.			
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39						
Richmond College	8	8	0	1	*121	b25	b16	b16	b16	b16	b16	b14	b14	b14	b14	b14	b14	b14	b14	b14	b14	b14	b14	b14	b14	b14	b14						
Roanoke College	15	21	0	0	c357	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64						
University of Virginia	5	5	0	0	69	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6						
College of William and Mary	6	6	0	0	30	e17	e13	8	0	5	1	2	0	15	0	3	0	2	2	2	0	17	2	16	3	38	37						
Bethany College	11	5	6	0	58	13	0	10	0	7	0	3	0	6	0	6	0	1	0	0	12	0	0	60	4	41	41						
West Virginia College	12	12	0	0	44	3	4	7	8	7	11	4	0	9	13	12	3	4	3	8	6	5	0	0	4	38	38						
West Virginia University	3	11	0	1	79	1	0	3	0	6	1	5	0	9	13	12	3	4	3	8	6	5	0	0	4	38	38						
Shepherd College	11	11	0	1	79	1	0	3	0	6	1	5	0	9	13	12	3	4	3	8	6	5	0	0	4	38	38						
Lawrence University	9	8	1	1/6	57	19	12	12	4	4	4	8	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6						
Beloit College	8	8	0	0	11	8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3						
Galesville University	19	32	0	0	342	20	19	24	9	19	10	25	9	22	3	17	2	16	1	24	2	119	1	0	10	4	38						
University of Wisconsin	5	5	0	0	25	56	64	65	0	62	61	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63	63						
Milton College	6	6	1	0	30	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6						
Racine College	10	10	0	0	80	b11	b16	b14	b5	b9	b3	b9	b3	b9	b3	b9	b3	b9	b3	b9	b3	b9	b3	b9	b3	b9	b3						
Ripon College	6	16	3	0	34	8	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10						
Northwestern University	5	16	3	0	91	19	15	13	10	7	7	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
Georgetown College	10	10	0	0	47	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10						
Columbia University	357	4	0	0	16	6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3						
Gonzaga College	4	4	0	0	68	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6						
Howard University	c10	3	0	0	37	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3						
National Deaf-Mute College	360	3	0	0	37	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3						
University of Deseret	361	5	5	0	53	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5						
University of Washington Territory	5	6	0	0	53	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5						
Holy Angels' College	5	6	0	0	53	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5						

\* From Report of the Commissioner of Education for 1880.

a Curriculum consists of elective schools or departments.

b Under classical are included students in scientific course.

c Includes students in other collegiate courses.

c Total for all departments.

d College is for the present virtually suspended; figures are for 1880.

e Includes students in other collegiate courses.

f 5 are partially endowed.

g These are permanently endowed; besides these there are 50 single scholarships.



TABLE IX. — *Statistics of universities and colleges for 1881, &c. — Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.			Property, income, &c.						Date of next commencement.	
			College library.			Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.		
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
Southern University.....	\$70	\$24-4	1,000	300	.....	1,000	\$100,000	\$10,000	\$600	\$2,000	.....	.....	July 5.
Howard College.....	80	24-4	1,200	300	.....	500	50,000	0	0	*6,000	\$0	\$0	June 14.
University of Alabama.....	40	24-4	6,000	3,000	150	.....	150,000	2302,000	224,000	.....	.....	.....	June 21.
Cane Hill College.....	16-50	2-24	150	50	.....	.....	4,000	(c)	(c)	*1,500	5,000	.....	June 9.
Arkansas Industrial University.....	(b)	13-24	1,476	.....	100	.....	(c)	(c)	(c)	(c)	.....	.....	June 8.
Jackson University.....	15	24	4600	2600	.....	300	50,000	.....	.....	.....	.....	.....	June 16.
St. John's College of Arkansas*	40, 50	4-41	200	150	40	300	60,000	12,000	21,000	6,800	0	0	June 15.
College of St. Augustine.....	e350	.....	1,500	700	155	400	805,000	1,071,204	99,216	*3,750	.....	.....	May 25.
University of California*	(f)	.....	15,750	3,000	.....	150	10,000	10,000	900	8,000	.....	.....	June 1.
Pierce Christian College.....	50	4	2,000	.....	.....	300	20,200	.....	.....	3,000	.....	.....	April 29.
St. Vincent's College*	e280	.....	700	300	700	100	25,000	3,000	300	2,200	.....	.....	June 21.
University of Southern California.....	45	5	10,000	.....	.....	2,000	.....	.....	.....	.....	.....	.....	May 30.
St. Ignatius College*	e280	.....	1,000	300	25	1,000	150,000	.....	.....	25,000	0	.....	June 1.
St. Mary's College.....	e350	.....	12,000	1,000	40	1,500	200,000	.....	.....	40,000	0	0	June 6.
Santa Clara College.....	45-69	.....	(2,000)	.....	.....	500	55,000	30,000	2,500	8,750	0	500	June 1.
University of the Pacific.....	50-70	5	2,500	.....	.....	900	85,000	.....	.....	4,100	.....	.....	May 18.
Pacific Methodist College.....	50	4-5	300	.....	.....	.....	30,000	25,000	2,200	4,000	.....	.....	May 5.
Heoparian College.....	0	5-7	1,000	75	40	.....	75,000	(c)	300	0	17,000	.....	June.

\* From Report of the Commissioner of Education for 1880.

a In 1879.

b Free in all departments of college proper.

c See Table X, Part I.

d From rents.

e Board and tuition.

f Free to residents of California.

g Fees for diplomas, &amp;c.

h Special appropriation.

i 60,000 acres of land.

TABLE IX.—*Statistics of universities and colleges for 1881, &c.—Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next com- mencement.
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholar- ship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last col- lege year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
Colorado College.....	\$25	\$3-7	2,500		500	0	\$75,000	\$17,934	\$982	\$366			June 2.
University of Denver.....	80,100	5	7,500	100			80,000						June 15.
Trinity College.....	90	44	19,000		603								June 29.
Wesleyan University.....	75	23-5			943	0	472,884	560,945	21,406	879	\$0	\$2,000	June 28.
Yale College.....	140	3-6	98,000	500	5,400	22,500	75,000	83,000	4,980	113,249	0	185,843	June 21.
Dalhousie College.....	60		6,000		25	8,000	202,300	373,170	35,683	500	0		June 21.
University of Georgia.....	0	3	15,000	340		3,000	\$100,000	\$5,000	\$300	\$2,000	8,000	\$300	July 19.
Atlanta University.....	18	2	5,000		75		50,000			650			June 16.
Clark University.....	9		1,000				150,000	110,000	7,500				June 28.
Mercer University.....	60	3	5,000			4,000	\$50,000						June 28.
Pio Nono College.....	50		\$1,100	\$200	\$200	2,500	100,000	100,000		\$28,000		\$20,000	June 28.
Emory College.....	60	2-4	3,000			2,500	100,000			800			June 1.
Abington College.....	30	13-34	3,200	400	20	400	50,000			*3,265			June 9.
Hedding College.....	30	34	*1,000	300		200	*50,000			8,200	0	0	June 15.
Illinois Wesleyan University.....	39	24-5	2,000	*1,000		2,500	100,000	60,000	5,000	8,000			June 23.
St. Viator's College.....	40	44	2,000	100		*3,000	80,000			\$3,000			June 8.
Blackburn University.....	35		\$3,000	\$500		\$200	\$90,000	\$80,000	\$8,000	\$3,800			May 4.
Carthage College.....	26		3,000			2,000	\$142,900	\$36,000	\$7,000	6,500	0	0	June 28.
St. Ignatius College.....	40		7,000		200	2,000	217,000	0	0	6,500			June 14.
University of Chicago.....	70	24	\$6,000				177,500	600	60	6,000			June 28.
Eureka College.....	34		2,000				\$64,000						June 22.
Northwestern University.....	45	44	25,500	10,000	200		263,500	360,000	21,998	14,219	0	58,858	June 8.
Ewing College.....	30	24	30	100		600	10,000			1,600			June 23.
Knox College.....	45	3	4,000	2,500	50	2,600	180,000	115,961	9,000	7,875	0	0	June 21.
Lombard University.....	15-33	3-44	4,500	2,500		2,450	53,000	80,000	7,000				June 2.
Irrington College.....	25	3	1,300	200	1,000	50	6,500			1,200	0	0	



TABLE IX.—*Statistics of universities and colleges for 1881, &c.—Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next commencement.
			College library.			Number of volumes in society.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
Central University of Iowa.....	\$30	\$23-3	4,000	200	12	0	\$20,000	\$60,000	\$3,000	\$2,100	\$0	\$0	June 14.
Tabor College*.....	254	28	4,428	600	100	617	25,000	33,000	3,000	1,800	0	0	June 15.
St. Benedict's College.....	60	2-85	1,000	300	20	0	20,000	6,000	400	1,800	0	0	June 22.
Baker University.....	15, 21	23-34	5,000	1,000	700	213,000	30,000	2,000	100	1,600	30,000	0	June 8.
Highland University.....	36	21-33	4,500	1,780	700	213,000	30,000	2,000	100	1,600	30,000	0	June 8.
University of Kansas.....	0	33-4	250	50	250	65,000	25,000	50,000	500	0	0	0	June 7.
Lane University.....	18	23	5,000	2,000	2,000	2,000	65,000	50,000	4,500	2,000	0	0	June 21.
Ottawa University.....	30	3	4,000	2,000	50	3,000	100,000	50,000	4,500	2,000	0	0	June 14.
St. Mary's College.....	30	2	4,000	2,000	1,000	3,000	80,000	50,000	2,500	2,150	0	30,000	June 14.
Washburn College.....	30	2	4,000	2,000	1,000	3,000	80,000	50,000	2,500	2,150	0	30,000	June 21.
St. Joseph's College.....	9	14	4,000	300	1,000	3,000	80,000	50,000	2,500	2,150	0	30,000	June 21.
Berea College.....	9	14	4,000	300	1,000	3,000	80,000	50,000	2,500	2,150	0	30,000	June 21.
Cecilian College.....	45	31-5	4,481	a300	121	4,000	80,000	164,000	9,746	ad10,000	0	0	June 9.
Centre College.....	40, 50	31-5	4,481	a300	121	4,000	80,000	164,000	9,746	ad10,000	0	0	June 9.
Eminence College.....	100	5	5,000	1,500	200	1,200	125,000	90,000	5,400	ad5,000	0	0	June 22.
Kentucky Military Institute.....	50	21-4	8,000	2,000	200	2,000	50,000	90,000	5,400	8,000	0	0	June 8.
Georgetown College.....	50	21-4	8,000	2,000	200	2,000	50,000	90,000	5,400	3,700	0	0	June 8.
South Kentucky College.....	50	2-5	12,295	658	74	1,849	130,000	170,000	12,997	ed1,310	0	0	June 8.
Kentucky University.....	40	3-4	12,295	658	74	1,849	130,000	170,000	12,997	ed1,310	0	0	June 8.
Kentucky Wesleyan College.....	40	3-4	12,295	658	74	1,849	130,000	170,000	12,997	ed1,310	0	0	June 8.
Murray Male and Female Institute and West Kentucky Normal School*.....	50	3-4	12,295	658	74	1,849	130,000	170,000	12,997	ed1,310	0	0	June 10.
Concord College*.....	30-50	4	200	50	3	300	12,000	120,000	6,000	4,000	27,000	27,000	June 9.
Central University.....	60	23-4	3,000	1,500	50	300	75,000	120,000	6,000	4,000	27,000	27,000	June 14.
St. Mary's College.....	60	23-4	3,000	1,500	50	300	75,000	120,000	6,000	4,000	27,000	27,000	June 28.
St. Mary's College.....	60	23-4	3,000	1,500	50	300	75,000	120,000	6,000	4,000	27,000	27,000	June 28.



		0	17,000	2,000	0	400,000	318,313	14,500	0	910,000	July 4.
115	Louisiana State University and Agricultural and Mechanical College.										
116	Jefferson College (St. Mary's).....	b260	a20,000		a3,500	*25,000			7,000		July 18.
117	St. Charles College.....	50	7,145	937	500	a30,000			4,000		July.
118	Centenary College of Louisiana.....	60	2,000		3,200	100,000					June 7.
119	College of the Immaculate Conception.	60									July 25.
120	Leland University*.....		1,000			85,000	10,000	600			May 25.
121	New Orleans University.....	0	a500			a7,000			1,060	0	May 26.
122	Straight University.....	8	350	50	25	40,000				10,000	June 1.
123	University of Louisiana*.....	50				150,000	0				June.
124	Bowdoin College.....	75	37,000	30,000	200	513,500	226,884	18,000	14,000	38,180	July 13.
125	Bates College.....	36	5,771	580	225	200,000	150,000	9,000	3,500	21,000	June 29.
126	Colby University.....	45	16,600	8,000	500	150,000	200,000	12,000	4,500	50,000	June 29.
127	St. John's College*.....	60-90	5,000			130,000	0	0	1,087	15,000	July 6.
128	Baltimore City College.....	74				150,000			3,000		June.
129	Johns Hopkins University.....	80	10,572		2,541		35,000,000	7180,000			February 22.
130	Loyola College.....	60	11,000	2,000	50	100,000			4,000	0	June 29.
131	Washington College.....	40-60	2,000			40,500	27,600	1,734	700	5,375	July 12.
132	Rock Hill College.....	60	5,000	600		3,000					June 29.
133	St. Charles's College.....	b180	5,350	775	50	575				12,412	June 28.
134	Mt. St. Mary's College.....	b300	3,000			175,000	0	0	b30,000	0	
135	Fredericks College.....	25-60	3,000			15,000	0	0	2,200	800	0
136	New Windsor College.....	36,45	2,000			50,000					June 8.
137	Western Maryland College.....	35,60	3,000			32,000	0	0	4,718	8,890	June 15.
138	Amherst College.....	100	42,000	*7,250	*368	*5,345	*410,778	*25,000	8,000	*150,000	June 28.
139	Boston College.....	60	20,000	5,000	200	3,000	250,000	0	8,400	0	June 29.
140	Boston University (College of Liberal Arts).....	100					k431,009				June 7.
141	Harvard College.....	150	192,000	7192,000	4,700	m22,000	74,233,429	e232,273	125,158	318,324	June 28.
142	Tufts College.....	100	19,126	6,000	485		600,000		2,000	25,000	June 21.
143	Williams College.....	90	19,500		300	9,200	310,000	18,858	23,293	118,750	July 5.
144	College of the Holy Cross.....	60									June.
145	African College.....	e93	3,000			1,000	80,000	5,000	0	0	June 22.
146	Albion College.....	21	3,000	800	300	700	170,000	15,000	0	0	June 22.
147	University of Michigan.....	(p)	29,345	8,255	1,882	3,100	681,442	38,644	q60,000	q64,250	June 30.
148	Bard College.....	173	320		20	60,000			*4,865		August 29.
149	Gracie Creek College.....	15				40,000	10,000	800			
150	Hillsdale College.....	112	7,000	1,000		120,000	131,000	15,000			June 15.
151	Hope College.....	r12	5,129	2,242	127	45,000	70,000	3,849	r979		June 28.
152	Kalamazoo College.....	18	2,596	1,012	43	1,300	53,000	3,600	5,100	\$15,000	June 21.

\* From Report of the Commissioner of Education for 1880.  
 a In 1879.  
 b Board and tuition.  
 c Tuition and contingent fees.  
 d Exclusive of preparatory.  
 e From students' fees.  
 f Value of grounds and buildings.  
 g Annual; depreciated in 1881 to \$6,700.  
 h Average charge.

i To residents; \$50 to non-residents.  
 j In 1876.  
 k Value of assets of the university independent of property held by trustees of the Rich estate and the received from New England Female Medical College.  
 l Estimated.  
 m Libraries of observatory, herbarium, Peabody Museum, and museum of comparative zoology.

n For all departments of the university, the college funds alone being \$1,106,294.  
 o College receipts from all sources.  
 p Entrance fee \$10 and annual tax \$20 to residents of Michigan; to others, \$20 and \$25.  
 q Including all departments.  
 r Incidental fees.  
 s Unproductive at present, except \$1,000.



	223-26 143-21	2,400 1,700	500 1,500	150 500	45,000 38,000	50,000 34,180	2,200 2,359	3,939 682	1,100 300	June 15. June 22.
177 Central Wesleyan College	24	2,400	500	150	45,000	50,000	2,200	3,939	1,100	June 15.
178 Doane College	4-33	1,700	1,500	500	38,000	34,180	2,359	682	300	June 22.
179 Nebraska Wesleyan University	143-21									
180 University of Nebraska		d2, 700			d150,000			28,000		
181 Nebraska College	c8				17,000					June 9.
182 Creighton University		3,600								
183 State University of Nevada	0									
184 Dartmouth College	90	54,000	15,000	1,600	125,000	500,000	25,000	16,000	100,000	June 30.
185 St. Benedict's College	60	d200	d250							June.
186 Rutgers College	75	9,700	3,500	1,300	4,300	303,129	20,215	3,270	51,313	June 21.
187 College of New Jersey	33-7	50,000	1,500	2,000	16,800	750,000	66,400	17,500	65,303	June 22.
188 Seton Hall College	3-6									
189 St. Bonaventure's College	e270, 320	5, 230	350	257	800	205,000		\$31,945		June 22.
190 St. Stephen's College	5	2,500	1,000	50	1,200	144,000	0	0	6,000	June 22.
191 Wells College	6	1,575	500	500	500	273,800	6,000	7,500	0	June 21.
192 Brooklyn Collegiate and Polytechnic Institute	100				2,125	156,691	513	76,293	0	June 16.
193 St. John's College	60	3,000	1,500	50				8,000		
194 Canisius College	40	10,000	2,000	600	1,600					
195 St. Joseph's College	50	2,090	100			120,000				June 28.
196 St. Lawrence University	30	9,000	4,500	1,000	50	40,900	3,685	400	0	June 28.
197 Hamilton College	23-43	21,000	4,500	1,000	1,400	420,000	275,131	9,848	31,000	June 29.
198 Elmira Female College	61	d1,000			d2,000	150,000	91,000		29,000	June 16.
199 St. John's College	e300	20,000	1,500	200	2,000	d375,000		d50,908		June 22.
200 Hobart College	50	*15,000	*3,000	*560	*101,032	*194,411	*15,464	m*4,905	*47,965	
201 Madison University	13	13,105	140	320	75,000	483,000	31,000	3,000	0	June 21.
202 Cornell University	75	42,950	12,250	1,320	m642,975	1,263,999	73,808	14,750	0	June 15.
203 Ingham University	e260	3,000			d127,500			ed18,378		June.
204 College of St. Francis Xavier	62	18,000	600	600	7,000	238,000	1,545	5,634	17,000	June 26.
205 College of the City of New York	0	18,594	158	158	1,000	271,647	208,000	29,175	7,000	June 29.
206 Columbia College	150	29,801	7,308	7,308	1,300,000	0	0	23,238	0	June 23.
207 Manhattan College	e310	6,500			256,000	0	0	6,000	0	June 14.
208 Rutgers Female College	100-200	1,200	200	20	180,000					June 15.
209 St. Louis College	8-10									
210 University of the City of New York	100-250	g3,692			g1,200	g332,756	g716,264	gr2,987		June.
211 Vassar College	100	8				g195,900				
212 University of Rochester	75	14,000			*710,904	*981,250	*27,253	*121,447	d12,000	
213 Union College	3-5	18,000			408,405	450,849	33,508	9,850	85,500	June 21.
214 College and Seminary of Our Lady of Angels	105	(20,000)			2,000	g500,000	d34,054	d8,840	d50,000	June 22.
215 Syracuse University	e250	6,000			227,000				0	June 28.
216 University of North Carolina	60	9,200	2,800	125	293,900	*234,000	7,779	12,961	0	June 28.
	75	7,000	3,000	16,000	250,000	130,000		6,000	5,000	June 2.

<sup>m</sup> These statistics are for the year 1880.

<sup>n</sup> In 1878.

<sup>o</sup> Preparatory department only organized.

<sup>p</sup> Average charge.

<sup>q</sup> Proceeds of fund from sale of land given many years ago.

<sup>r</sup> Includes receipts from farm and garden.

<sup>s</sup> Includes income from other sources.

<sup>n</sup> Includes room rent, &c.

<sup>o</sup> Value of grounds and buildings.

<sup>p</sup> Income from city.

<sup>q</sup> Value of productive estate.

<sup>r</sup> Includes amount from rents.

<sup>s</sup> From incidental and other fees.

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> Suspended for several years; Baldwin School, the preparatory department, was reopened September, 1880.

<sup>b</sup> Incorporated fees.

<sup>c</sup> Board and tuition.

<sup>d</sup> In 1870.

<sup>e</sup> Also 275,000 acres of agricultural college lands, valued at \$1.25 to \$10 per acre.

TABLE IX.—*Statistics of universities and colleges for 1881, &c.—Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next com- mencement.
			College library.			Number of volumes in society	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholar- ship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last col- lege year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
217 Biddle University*	\$80	\$14	2,560	.....	.....	6,000	\$20,000	\$10,000	\$800	\$8,000	.....	\$6,120	June 1.
218 Davidson College*	70	24-3	3,000	.....	200	1,100	160,000	88,000	6,400	1,500	.....	.....	June 16.
219 North Carolina College	40	24	700	100	.....	.....	10,000	.....	.....	1,506	.....	.....	May 24.
220 Shaw University	.....	14	8,000	4,000	200	.....	4,000	0	0	3,006	.....	.....	May.
221 Rutland College	10-40	2-23	1,800	500	.....	12,000	45,000	0	0	3,000	\$0	0	May 22.
222 Trinity College*	60	2-23	8,000	300	300	0	45,000	50,000	3,000	5,000	0	0	June 9.
223 Wake Forest College	34	2-23	250	50	20	400	15,000	.....	.....	1,500	0	10,000	June 7, 8.
224 Wake Forest College	34	2-23	250	50	20	400	15,000	.....	.....	1,500	0	.....	July 13.
225 Buchtel College*	40	2-3	*900	6200	6300	.....	157,894	50,000	3,000	2,617	.....	30,000	.....
226 Ashland College*	30	2-3	6500	.....	.....	2,000	50,000	.....	.....	2,950	.....	.....	June 22.
227 Ohio University	0-30	14-24	*7,800	1,000	80	.....	100,000	.....	18,662	2,053	20,000	.....	June 14.
228 Baldwin University	18	24	2,500	.....	.....	.....	50,000	.....	.....	3,000	.....	.....	June 8.
229 German Wallace College	6-18	2	600	.....	50	.....	53,000	51,000	3,800	500	0	6,000	June 7.
230 Hebrew Union College*	0	.....	7,500	700	3,000	.....	35,000	60,000	.....	.....	.....	.....	June.
231 St. Joseph's College	50	60	2,000	1,000	200	4,000	40,000	.....	.....	8,000	.....	.....	June 28.
232 St. Xavier College	60	60	14,000	500	200	.....	100,000	.....	.....	.....	.....	.....	June 29.
233 University of Cincinnati	60	60	2124,495	413,989	46,510	2,000	20,000	63,000	4,300	1,200	.....	.....	June 16.
234 Farmers' College	3	34	.....	.....	.....	.....	40,000	.....	.....	*20,000	.....	.....	June 28.
235 Capital University	0	2	*3,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 22.
236 Ohio State University*	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	June 29.
237 Ohio Wesleyan University	29	21-34	10,000	2,500	250	.....	231,000	264,580	.....	.....	.....	.....	June 24.
238 Kenyon College*	75	.....	22,000	.....	.....	2,500	250,000	225,000	16,000	.....	.....	.....	June 29.
239 Denison University	34	3	10,500	150	150	2,500	96,950	303,741	17,762	2,400	.....	.....	June 8.
240 Hiram College	21-30	24	800	.....	.....	2,100	35,000	50,000	2,750	2,672	.....	.....	June 5.
241 Western Reserve College <sup>g</sup>	23, 30	14-4	7,000	.....	.....	4,000	100,000	290,000	415,000	1,000	.....	.....	.....





TABLE IX.—Statistics of universities and colleges for 1881, &amp;c.—Continued.

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next com- mencement.
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholar- ship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last col- lege year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
284 Allegheny College.....	\$45	\$2 4	10,000	3,000	.....	3,000	\$250,000	\$200,000	\$0,000	\$6,500	.....	.....	June 29.
285 Mercersburg College*.....	a205	6	700	.....	.....	2,800	45,000	12,000	550	1,150	.....	.....	June.
286 Westminster College.....	6	2-4	3,000	.....	.....	800	26,500	100,000	6,000	6900	.....	.....	June 21.
287 La Salle College.....	40-80	.....	*1,800	*400	*200	.....	.....	.....	.....	7,200	.....	.....	June.
288 St. Joseph's College.....	0	.....	4,200	500	.....	.....	.....	0	0	0	\$0	\$0	.....
289 University of Pennsylvania*.....	150	.....	20,000	.....	.....	e4,000	350,000	425,000	29,311	34,740	0	0	June 16.
290 Pittsburgh Catholic College.....	60	.....	500	50	.....	.....	.....	.....	.....	7,000	0	0	June 28.
291 Western University of Pennsyl- vania.	80	4	3,500	.....	.....	500	150,000	310,000	16,000	12,000	.....	.....	June 21.
292 Lehigh University.....	0	4, 4½	25,000	2,000	6,500	.....	800,000	1,900,000	114,000	0	0	.....	June 22.
293 Swarthmore College.....	a350	.....	4,280	500	.....	1,200	523,000	75,100	3,000	a31,203	.....	45,100	June 20.
294 Augustinian College of Villanova*.....	a250	.....	a15,000	.....	.....	.....	a350,000	.....	.....	.....	.....	.....	June 29.
295 Washington and Jefferson College.	24	2½-3½	53,000	17,000	575	0	125,000	189,246	11,364	e3,156	0	98,798	June 21.
296 Brown University.....	100	3-5	7,000	.....	.....	.....	100,000	645,979	36,099	30,869	.....	86,408	June 21.
297 College of Charleston.....	40	.....	.....	.....	.....	.....	.....	290,000	12,000	.....	.....	30,000	Mar. 28.
298 University of South Carolina f.....	.....	.....	*1,000	*400	*450	*4,700	*50,000	*82,000	*5,000	*120	.....	.....	.....
299 Erskine College.....	.....	.....	1,700	.....	.....	700	50,000	50,000	2,000	0	0	0	June 15.
300 Furness University g.....	0	3½	4,500	1,000	200	900	30,000	8,000	660	3,500	.....	.....	June 28.
301 Newberry College.....	50	3	1,200	1,500	.....	.....	50,000	.....	h1,109	574	5,000	.....	June 8.
302 Claflin University and South Car- olina Agricultural College and Mechanics' Institute.	12	1-2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
303 Wofford College.....	66	2-4	2,000	.....	.....	4,000	50,000	.....	2,200	1,000	.....	.....	June 11-14.
304 Adger College*.....	40	2½	50	10	.....	300	10,000	32,000	2,000	1,000	.....	.....	June.
305 East Tennessee Wesleyan Uni- versity.	20-40	2½	2,000	500	.....	1,000	20,000	.....	2,000	3,000	.....	.....	May 24.

306	King College	24-50	14-3	2,500	500	700	1,100	16,000	12,000	800	1,800	0	June 8.
307	Southwestern Presbyterian University.	50	3-44				2,000	100,000	100,000	6,000	2,100	0	June 1.
308	Hwassee College	20-40	2-26	*2,018		48		*21,000					May 25.
309	Southwestern Baptist University	56	3	1,300	200	175	600	50,000	42,000	2,500	3,400	0	June 1.
310	University of Tennessee; State Agricultural College.	30	24	3,334	300	83	1,015	125,000	425,000	25,410	815	0	June 7.
311	Cumberland University	20-25	24-44	7,000		75		25,000	25,180				June 1.
312	Bethel College	50	26	688	57	42	225	15,000		798	1,500		May 11.
313	Maryville College	10	1-2	2,500	500			75,000	13,300				May 25.
314	Christian Brothers' College	60	1-5	3,000	1,500			*40,000					
315	Mosheim Institute	20	13					2,250		500			May 26.
316	Carson College	12-40	70-2	400	5	200	900	25,000	15,000	500	2,000		June 1.
317	Central Tennessee College	9	14	1,431	1,667	81	0	60,000	5,000	300		0	May 24.
318	Fisk University	11	24	2,037	300	400	200	200,000	2,284	137	2,405	0	4,410
319	Vanderbilt University	50	41-5	8,000				600,000	600,000	42,000	6,000		May 25.
320	University of the South.	100	14	10,000	1,000		500	600,000	5,000	10,000			May 31.
321	Barritt College	30-40	2-23	40,500	100		600	60,000					March 16.
322	Greenville and Tusculum College*	24	24	5,000	1,000	50	500	25,000	650	4,400			July 14.
323	Winchester Normal	50	24					30,000	650	1,800		e12,000	April 22.
324	St. Mary's University	40	8	500	200	100		75,000		20,000		0	June 8.
325	Southwestern University	60	83	611	369	23	200	30,000		7,900			June 27.
326	Henderson Male and Female College.	30-50											June 15.
327	Baylor University	40	24	1,400	400	100	250	30,000		3,500		0	June 13.
328	Mansfield Male and Female College	20-60	2-26	2,300	800	300	100	50,000	0	7,500	180	0	June 16.
329	Austin College	50	2-3	2,000	500			20,000	5,000	500	1,500		June 14.
330	Trinity University	50, 60	24-3	1,000	50	50	800	30,000	2,750	3,600		0	June 14.
331	Waco University	30-50	2-3	3,000				50,000	13,000				
332	Marvin College	50	24	500	75	80	0	50,000	0	11,150		0	June 14.
333	University of Vermont and State Agricultural College.	45	24-34	19,000				*240,000	*115,000	*0,828	*4,282	*78,130	June 28.
334	Middlebury College	45	2-5	14,000		400		200,000	140,000	1,800		0	July 5.
335	Randolph Macon College	90	24-33	2,000			6,500	45,000	20,000	1,800		0	June 15.
336	Emory and Henry College	50	24	9,000		80	6,000	108,000	20,000	4,000		0	June 15.
337	Hamden Sidney College	60	24-3	2,000	300		5,000	50,000	p100,000			0	June 15.
338	Washington and Lee University	50	3-4	20,000		100	3,000	e150,000	e150,000	e10,000	e4,000	e2,500	June 21.
339	Richmond College	70-80	24	8,000			2,500	250,000	100,000	6,500	6,500	0	June 21.
340	Roanoke College	40, 50	14-24	16,000		74	1,000	*800,000				0	June 13.
341	University of Virginia	75	8-5	40,000				80,000					June 29.
342	College of William and Mary	40	2-6	5,000									July 4.
343	Bethany College	30, 40	2-4		e2,000	50		e130,000	e30,000	e2,000			June 15.
344	West Virginia College	30	24-3	600	376			15,000					June 23.

\* From Report of the Commissioner of Education for 1880.  
*a* Board and tuition.  
*b* Church contributions and rents of scholarships.  
*c* In 1879.  
*d* In 1878.  
*e* From contingent fees.  
*f* Suspended for several years; the South Carolina College of Agriculture and the Mechanic Arts was organized October, 1880, in the buildings of the university (see Table X, Part I).  
*g* Ins-tution undergoing reorganization; figures are for 1879.  
*h* From rents.  
*i* Average charge.  
*j* These statistics are for the year 1880.  
*k* Exclusive of agricultural college funds.  
*m* Income from agricultural college fund.  
*n* Partly from tuition and room rent.  
*o* In lands.  
*p* Also, \$1,200 per annum pledged by individuals for five years to support a new professorship.  
*q* College is, for the present, virtually suspended; figures are for 1880.

TABLE IX. — *Statistics of universities and colleges for 1881, &c.— Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.			Property, income, &c.						Date of next com- mencement.	
			College library.			Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholar- ship funds.		
			Number of volumes.	Number of pamphlets.	Increase in the last col- lege year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
West Virginia University	\$15-24	\$2-34	5,000	300	250	350	\$110,000	\$100,000	\$6,469	\$1,350	\$11,500	\$0	June 8.
Shepherd College*	30	2-34	200	150	10	0	40,000	0	0	1,042	0	0	June 14.
Lawrence University	41 1/2	34-54	9,235	1,668	449	0	52,800	51,255	5,029	0	0	0	June 23.
Beloit College	36	63	10,280	4,800	300	1,000	82,000	162,782	12,885	4,191	0	16,000	June 28.
Galesville University*	32-40	0	4,000	100	100	0	36,500	4,000	0	0	0	0	June 22.
University of Wisconsin	30-33	24	10,000	1,400	510	0	455,000	408,000	75,000	4,381	43,381	5,500	June 21.
Milton College	28-50	23	1,200	0	0	700	27,000	7,000	505	1,912	0	0	June 18.
Ripon College	21-24	0	4,750	0	300	280	66,000	80,000	8,137	*742,000	0	0	June 15.
Northwestern University*	30	0	1,800	200	200	0	46,000	0	0	1,480	0	0	June 29.
Georgetown College	40	44	30,000	7,000	0	0	325,000	100,000	0	0	0	0	June 22.
Columbian University	60	0	7,000	2,000	0	900	50,000	20,000	0	0	0	0	June 9.
Gonzaga College*	12	2	2,000	0	0	0	250,000	0	1,957	1,165	\$10,000	810	June 23.
Howard University	48	34-6	*1,411	*100	0	0	(b)	0	0	0	(b)	0	June 1.
National Deaf Mute College	10-13	3-3 1/2	2,735	318	35	0	30,000	0	0	8,147	2,500	0	May.
University of Deseret	25	3-4	1,800	800	1,400	0	100,000	5,000	500	2,500	\$1,250	0	June 2.
University of Washington Terri- tory.*													June 1.
Holy Angels' College													

\* From Report of the Commissioner of Education for 1880.

a For incidentals only.

b Average charge.

c To residents of Wisconsin.

d Board and tuition.

e Includes incidental fees.

f In 1879.

g Congressional appropriation.

h See Columbia Institution for the Deaf and Dumb, Table XVIII.

i Territorial appropriation.



*Colleges from which no information has been received.*

Name.	Location.	Name.	Location.
Spring Hill College .....	Near Mobile, Ala.	Bethel College .....	Russellville, Ky.
Arkansas College .....	Batesville, Ark.	St. John's College .....	Collegeville, Minn.
Christian College of the State of California.	Santa Rosa, Cal.	Westminster College .....	Fulton, Mo.
College of Our Lady of Gua- dalupe.	Santa Ynez, Cal.	Alfred University .....	Alfred, N. Y.
Bowdon College .....	Bowdon, Ga.	St. Francis College .....	Brooklyn, N. Y.
Rock River University .....	Dixon, Ill.	Xenia College .....	Xenia, Ohio.
St. Bonaventure's College .....	Terre Haute, Ind.	Waynesburg College .....	Waynesburg, Pa.
Western College .....	Toledo, Iowa.	Manchester College .....	Manchester, Tenn.
Kentucky Classical and Busi- ness College.	North Middletown, Ky.	Woodbury College .....	Woodbury, Tenn.
		Salado College .....	Salado, Tex.

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
California College .....	Vacaville, Cal .....	Suspended.
Washington College .....	Washington, Cal ....	See Table VI.
Gainesville College .....	Gainesville, Ga .....	A city academic school, see Table VI.
Evangelisch-Lutherisches Collegium .....	Mendota, Ill .....	See Table VII.
Bedford College .....	Bedford, Ind .....	Temporarily closed.
Algona College .....	Algona, Iowa .....	Not in existence.
Humboldt College .....	Humboldt, Iowa .....	Suspended.
Whittier College and Normal Institute.	Salem, Iowa .....	See reports of this institution in Tables III and IV.
Western College .....	Western, Iowa .....	Relocated at Toledo, Iowa.
Alcorn University .....	Rodney, Miss .....	Changed to Alcorn Agricultural and Mechanical College, see Table X, Part I.
St. Joseph College .....	St. Joseph, Mo .....	See St. Joseph Commercial College, Table IV.
Nebraska Wesleyan University .....	Osceola, Nebr .....	Removed to Fullerton in 1881.
McCorkle College .....	Sago, Ohio .....	Suspended.
New Castle College .....	New Castle, Pa .....	Closed.
Beech Grove College .....	Beech Grove, Tenn ..	A district school of high grade, see Table VI.
St. Joseph's College .....	Brownsville, Tex ....	Temporarily closed.



[illegible]

\* From Report of the Commissioner of Education for c Location not fixed, and college not organized at last

1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.	1907.	1908.	1909.	1910.	1911.	1912.	1913.	1914.	1915.	1916.	1917.	1918.	1919.	1920.	1921.	1922.	1923.	1924.	1925.	1926.	1927.	1928.	1929.	1930.	1931.	1932.	1933.	1934.	1935.	1936.	1937.	1938.	1939.	1940.	1941.	1942.	1943.	1944.	1945.	1946.	1947.	1948.	1949.	1950.	1951.	1952.	1953.	1954.	1955.	1956.	1957.	1958.	1959.	1960.	1961.	1962.	1963.	1964.	1965.	1966.	1967.	1968.	1969.	1970.	1971.	1972.	1973.	1974.	1975.	1976.	1977.	1978.	1979.	1980.	1981.	1982.	1983.	1984.	1985.	1986.	1987.	1988.	1989.	1990.	1991.	1992.	1993.	1994.	1995.	1996.	1997.	1998.	1999.	2000.	2001.	2002.	2003.	2004.	2005.	2006.	2007.	2008.	2009.	2010.	2011.	2012.	2013.	2014.	2015.	2016.	2017.	2018.	2019.	2020.	2021.	2022.	2023.	2024.	2025.	2026.	2027.	2028.	2029.	2030.	2031.	2032.	2033.	2034.	2035.	2036.	2037.	2038.	2039.	2040.	2041.	2042.	2043.	2044.	2045.	2046.	2047.	2048.	2049.	2050.	2051.	2052.	2053.	2054.	2055.	2056.	2057.	2058.	2059.	2060.	2061.	2062.	2063.	2064.	2065.	2066.	2067.	2068.	2069.	2070.	2071.	2072.	2073.	2074.	2075.	2076.	2077.	2078.	2079.	2080.	2081.	2082.	2083.	2084.	2085.	2086.	2087.	2088.	2089.	2090.	2091.	2092.	2093.	2094.	2095.	2096.	2097.	2098.	2099.	2100.
1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.	1905.	1906.	1907.	1908.	1909.	1910.	1911.	1912.	1913.	1914.	1915.	1916.	1917.	1918.	1919.	1920.	1921.	1922.	1923.	1924.	1925.	1926.	1927.	1928.	1929.	1930.	1931.	1932.	1933.	1934.	1935.	1936.	1937.	1938.	1939.	1940.	1941.	1942.	1943.	1944.	1945.	1946.	1947.	1948.	1949.	1950.	1951.	1952.	1953.	1954.	1955.	1956.	1957.	1958.	1959.	1960.	1961.	1962.	1963.	1964.	1965.	1966.	1967.	1968.	1969.	1970.	1971.	1972.	1973.	1974.	1975.	1976.	1977.	1978.	1979.	1980.	1981.	1982.	1983.	1984.	1985.	1986.	1987.	1988.	1989.	1990.	1991.	1992.	1993.	1994.	1995.	1996.	1997.	1998.	1999.	2000.	2001.	2002.	2003.	2004.	2005.	2006.	2007.	2008.	2009.	2010.	2011.	2012.	2013.	2014.	2015.	2016.	2017.	2018.	2019.	2020.	2021.	2022.	2023.	2024.	2025.	2026.	2027.	2028.	2029.	2030.	2031.	2032.	2033.	2034.	2035.	2036.	2037.	2038.	2039.	2040.	2041.	2042.	2043.	2044.	2045.	2046.	2047.	2048.	2049.	2050.	2051.	2052.	2053.	2054.	2055.	2056.	2057.	2058.	2059.	2060.	2061.	2062.	2063.	2064.	2065.																																			

Reported with classical department (see Table IX). Since succeeded by William T. Reid & M.

Since succeeded by William T. Reid, A. M.

1000 FRY TOO TALL

*f* Includes 39 students in School of Mechanic Arts and 49 in Lovell School of Practical Design.  
*g* Includes students in military science and tactics.  
*h* Only department organized as yet; statistics reported in Table IX.

0  
1  
2  
3  
4  
5  
6  
7  
8  
9

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, agriculture, &amp;c.) endowed with the national land grant, for 1881, &amp;c.—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President.	Scientific department.																		
						Preparatory department.		Corps of instruction.		Students.														
						Instructors.	Sta- dents.	Male.	Female.	Resident professors and instructors.	Non-resident profes- sors and lecturers.	Total number in reg- ular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.		
													Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
33	Rutgers Scientific School (Rutgers College).	New Brunswick, N. J.	.....	1865	Rev. W. H. Campbell, D. D., LL. D.	(a)	(a)	.....	14	0	40	18	.....	4	.....	8	.....	10	.....	4				
34	Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University).	Ithaca, N. Y. ....	1865	1868	Hon. Andrew Dickson White, LL. D.	0	0	0	350	62	259	76	5	59	5	44	7	58	5	(b)				
35	United States Military Academy.	West Point, N. Y.	1802	1802	Brig. Gen. O. O. Howard, U. S. A., superintendent.	0	0	0	52	0	228	53	0	38	0	68	0	69	0	0				
36	Agricultural and Mechanical College (University of North Carolina).*	Chapel Hill, N. C.	1789	1875	Hon. Kemp P. Battle, LL. D.	0	0	0	6	1	16	5	.....	4	.....	6	.....	1	.....	8				
37	Ohio State University*.	Columbus, Ohio....	1870	1873	Edward Orton, Pitt. D. C.	7	74	19	13	0	60	7	1	11	1	18	1	19	2	62				
38	State Agricultural College.	Corvallis, Oreg. ....	1872	1872	B. L. Arnold, A. M.	(d)	(d)	(d)	43	.....	de60	.....	.....	.....	.....	.....	.....	.....	.....	.....				
39	Pennsylvania State College.	State College, Pa. ....	1854	1859	James Y. McKee, M. A. (acting).	5	735	710	12	0	739	12	2	7	2	8	1	7	0	...				
40	Agricultural and scientific department (Brown University).	Providence, R. I. ....	.....	1869	Rev. E. G. Robinson, D. D., LL. D.	.....	.....	.....	(b)	(b)	(b)	.....	.....	.....	.....	.....	.....	.....	.....	.....				
41	South Carolina College of Agriculture and the Mechanic Arts.	Columbia, S. C. ....	.....	1880	William Forcher Miles, LL. D.	.....	.....	.....	4	.....	58	.....	.....	.....	.....	.....	.....	.....	.....	.....				
42	Carolina Agricultural and South Carolina Agricultural College and Mechanics' Institute.	Orangeburg, S. C. {	1869	1870	Rev. Edward Cooke, A. M., S. T. D.	(b)	(b)	(b)	(b)	.....	(b)	.....	.....	.....	.....	.....	.....	.....	.....	.....				
43	University of Tennessee; Tennessee Agricultural College.	Knoxville, Tenn. {	1807	1808	Rev. Thomas W. Humes, S. T. D.	(b)	(b)	0	(b)	0	(b)	.....	.....	.....	.....	.....	.....	.....	.....	.....				
44	State Agricultural and Mechanical College of Texas.	College Station, Tex.	1871	1876	John Garland James	0	0	0	9	9	127	1	.....	14	.....	29	.....	83	.....	0				







	0	0	4	36	30	4, 105	750	131	145, 000	131, 300	7, 500	3, 000	June 28.
19 Maine State College of Agriculture and the Mechanic Arts.....	0	0	4	36	30	4, 105	750	131	145, 000	131, 300	7, 500	3, 000	June 28.
20 United States Naval Academy.....	0	0	84	34	0	22, 639	332	869	0	0	0	0	June 10.
21 Maryland Agricultural College.....	(0)	0	4	40	(0)				1, 500	112, 500	0	6, 000	June 27.
22 Massachusetts Agricultural College.....	0	17	4	36	36	2, 300	30	200	100, 000	275, 000	0, 975	4, 250	June 21.
23 Massachusetts Institute of Technology.....	0	10	4	36	200	3, 000			205, 000	14, 000	14, 000	0	May 30.
24 Michigan State Agricultural College.....	0	0	4	36	0	6, 250			315, 727	10, 672	48, 557	0	August 16.
25 College of Agriculture and of Mechanic Arts (University of Minnesota).....	0	0	4	36	0	(c)	(c)	(c)	300	327, 284	0	(c)	June 1.
26 Agricultural and Mechanical College of the State of Mississippi.....	0	0	4	39	20	830	350		125, 000	113, 575	5, 679	0	June 14.
27 Alcorn Agricultural and Mechanical College.....	0	0	4	39	0	2, 000	500		175, 000	113, 000	6, 000	2, 000	June 2.
28 Missouri Agricultural and Mechanical College (University of Missouri).....	0	0	4	36	20	(c)	(c)	(c)	(c)	24, 380	500	0	June 8.
29 Missouri School of Mines and Metallurgy (University of Missouri).....	0	0	3	36	20	1, 750	1, 000	72	46, 660	55, 000	3, 300	800	June 8.
30 Industrial College of the University of Nebraska.....	0	0	4	37	0	(c)			225, 000			(c)	June 30.
31 College of Agriculture (University of Nevada).....	12	22	3	37	0		235		(y)	(y)	4, 800	(y)	June 15.
32 New Hampshire College of Agriculture and the Mechanic Arts.....	40	0	4	36	20	(c)	(c)	(c)	(c)	(c)	(c)	aa6, 900	June 21.
33 Rutgers Scientific School (Rutgers College).....	el28	c4	3, 4, 5	36	20	(c)	(c)	(c)	b0253, 509	(c)	(c)	(c)	June 15.
34 Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University).....	0	0	4	40	0	28, 208	2, 338	458	cc2, 500, 000	0	0	0	June 10.
35 United States Military Academy.....	c08	c3	4	40	75	2, 000	500		(c)	c130, 000	7, 500	(c)	June 2.
36 Agricultural and Mechanical College (University of North Carolina)*.....	0	0	4	40	0	1, 600	500		500, 000	559, 628	33, 923	m3, 798	June 22.
37 Ohio State University.....	0	0	4	37	m15	3, 000			*c10, 000	*c60, 000	*c5, 000	20, 573	June 1.
38 State Agricultural College.....	c60	0	6	40	0				522, 000	500, 000	30, 000	0	June 29.
39 Pennsylvania State College.....	50	0	4	40	0								

\* From Report of the Commissioner of Education for 1880.

a 350 beneficiaries, 227 normal students, 1 honorary appointment from each of the 74 counties and 60 from the State at large.

b Free in all departments of the university proper; students in preparatory department without normal or beneficiary appointment pay \$30 per annum, and all students pay \$5 matriculation fee.

c Reported with classical department (see Table IX).

d To residents of State.

e Endowment is the congressional grant to agricultural colleges, amounting, in Colorado, to 90,000 acres, but not yet sold.

f One-fifth of 1 mill tax, amounting to about \$20,000 for the year 1881; there was also a special appropriation of \$5,000 for building in that year.

g Income from all sources except tuition.

h Location not fixed, and college not organized at last report, 1880.

i Tuition in July, 1881, was made free; annual fees, \$15.

j In 1879; exclusive of the value of apparatus.

k Entire proceeds of the sale of land scrip, the income of which, \$17,914, is, by various acts of the legislature, divided between the State College at Athens and the branches at Cuthbert, Dahlonega, Milledgeville, and Thomasville.

l Amount received annually from the income of the public land scrip fund.

m Incidental fees.

n For expense other than instruction, \$224.

o Two students appointed by each of 92 counties under State law.

p Matriculation and incidental fees.

q Buildings not yet completed; \$85,000 is the prospective value of grounds and buildings.

r Annual; depreciated in 1881 to \$6,700.

s Also two years at sea.

t Students from Maryland and the District of Columbia were received free of tuition to the close of the year 1880-'81; from 1881-'82 all students pay \$75.

u This appropriation for the years 1880 and 1881 was for building and equipment.

v Includes incidental fees.

w From rents and leases of lands.

x In 1879.

y See report of university (Table IX).

z To State students; \$75 to others.

aa Income from land grant.

ab Value of equipment; for value of grounds and buildings, see Table IX.

cc Value of grounds and buildings as reported for 1879.

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, agriculture, &amp;c.) endowed with the national land grant, for 1881, &amp;c.—Continued.

Name.	Libraries.					Property, income, &c.					Date of next commencement.				
	Number of State scholarships.	Number of other free scholars.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	General library.			Value of grounds, buildings, and apparatus.	Amount of productive funds.		Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
						Number of volumes.	Number of pamphlets.	Increase in the last school year in books.							
1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Agricultural and scientific department (Brown University).	a46	.....	.....	40	.....	(b)	(b)	(b)	(b)	.....	c\$50,000	.....	.....	.....	June 21.
South Carolina College of Agriculture and the Mechanic Arts.	.....	.....	3	40	\$0	26,500	1,000	.....	.....	\$25,000	d191,800	\$6,508	.....	.....	July 1.
Cladon University and South Carolina Agricultural College and Mechanics' Institute.	.....	.....	4	33	0	(b)	(b)	.....	.....	(b)	.....	5,000	.....	.....	June 8.
University of Tennessee; Tennessee Agricultural College.	b275	0	4	40	36	(b)	(b)	(b)	(b)	(b)	b425,000	b25,410	(b)	.....	June 7.
State Agricultural and Mechanical College of Texas.	0	0	4	38	33	1,090	300	.....	0	212,000	174,000	14,280	\$4,191	\$0	June 21.
University of Vermont and State Agricultural College.	0	b18	4	38	45	(b)	.....	.....	.....	.....	(b)	*c8,130	(b)	(b)	June 28.
Virginia Agricultural and Mechanical College*.	200	0	4	43	e0	700	200	20	50	100,000	360,000	20,000	100	0	August 9.
Hampton Normal and Agricultural Institute...	0	50	3	37	0	1,500	640	450	0	421,080	f75,000	3,500	0	g10,500	May 18.
Agricultural department of West Virginia University.	b60	.....	2	41	24	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	June 8.
College of Arts (University of Wisconsin).....	0	b10	4	38	0	(b)	(b)	(b)	0	b200,000	c267,000	c15,322	18	0	June 21.

\* From Report of the Commissioner of Education for 1880.

a Number of scholarships in 1880 from the income of \$50,000 which has accrued from the national grant and which is disbursed at the rate of \$100 a scholarship annually.

b Reported with classical department (see Table IX).

c Agricultural funds only; for university funds, see Table IX.

d Principal of agricultural fund, the income of which is for this institution and the South Carolina Agricultural College at Orangeburg.

e To State students; \$40 to others.

f Does not include amount arising from sale of congressional land grant.

g Income from land grant.



TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, agriculture, &amp;c.) not endowed with the national land grant, for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.				Scientific department.											
					Instructors.		Students.		Corps of instruction.	Students.										
					Male.	Female.	Male.	Female.		First year.	Second year.	Third year.	Fourth year.	Number in partial course.	Number of graduate students.					
1	2	3	4	5	6	7	8	9	10	Total number in regular course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1 School of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing.	San Francisco, Cal. (24 Post street).	.....	1862	A. van der Naillen .....	2	26	8	(5)	48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2 Department of Mining and Metallurgy (Colorado College).	Colorado Springs, Colo.	.....	.....	Rev. E. P. Tenney .....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3 State School of Mines .....	Golden, Colo. ....	1874	1874	Albert C. Hale, A. M., E. M., PH. D.	0	0	0	7	.....	18	12	.....	1	.....	.....	.....	.....	.....	.....	.....
4 Agricultural course in Atlanta University. <sup>a</sup>	Atlanta, Ga. ....	.....	.....	Edmund A. Ware, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 Rose Polytechnic Institute <sup>b</sup> .....	Terre Haute, Ind.	1874	0	Samuel S. Emly, secretary.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6 College of Agriculture (Boston University). <sup>c</sup>	Boston, Mass. ....	.....	.....	Levi Stockbridge .....	.....	.....	.....	(10)	.....	18	1	.....	7	.....	.....	.....	.....	.....	.....	.....
7 School of All Sciences (Boston University). <sup>d</sup>	Boston, Mass. (20 Beacon street).	1869	1874	William F. Warren, S. T. D., LL. D., president; John W. Lindsay, S. T. D., acting dean.	.....	.....	.....	(49)	.....	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of \$8,000 from the legislature of Georgia under an act of 1874, entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."

<sup>b</sup> To be opened in March, 1883.

<sup>c</sup> The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed, on entering the college, to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.

<sup>d</sup> A department for elective graduate study only.

<sup>e</sup> There are also 33 students in the College of Music.



20	School of Civil Engineering of Union College, *	Schenectady, N. Y.	1795	1845	Rev. E. N. Potter, D. D., LL. D.	11	26	13	4	5	4	4
21	Rensselaer Polytechnic Institute	Troy, N. Y.	1826	1824	James Forsyth	16	100	39	21	20	20	4
22	Ohio Mechanics' Institute <sup>b</sup>	Cincinnati, Ohio	1829	1828	Thomas Gilpin							918
23	Case School of Applied Science	Cleveland, Ohio	1880	1881	John N. Stockwell, Ph. D., scholar member of faculty.	6						
24	Toledo University of Arts and Trades, <sup>c</sup>	Toledo, Ohio	1872	1874	Richard Mott							
25	Industrial School for Miners and Mechanics.	Drifton, Pa.	1879		Oswald J. Heinrich, principal							
26	Purdue Scientific Department of Lafayette College.	Easton, Pa.	1826	1866	Rev. William C. Cattell, D. D., LL. D.	0	0	f20	f3	120	52	30
27	Franklin Institute	Philadelphia, Pa.	1824	1824	William P. Talham	15						12
28	Spring Garden Institute	Philadelphia, Pa.			John M. Ogden	36			400			
29	Towne Scientific School (University of Pennsylvania). <sup>d</sup>	Philadelphia, Pa.	1755	1872	William Pepper, M. D., LL. D.	21	0	118	44	32	25	17
30	Wagner Free Institute of Science	Philadelphia, Pa.	1855	1847	William Wagner, LL. D.	6	10	11,500				15
31	School of Engineering and Chemistry (Western University of Pennsylvania).	Pittsburgh, Pa.			Rev. Henry M. McCracken, D. D.	7			4	1		26
32	Schools of Civil and Mechanical Engineering, Mining and Metallurgy (Lehigh University).	South Bethlehem, Pa.			Robert A. Lamberton, LL. D.	0	0	0	(f)	f78	f36	f7
33	Lewis College.	Northfield, Vt.	1834	1834	Col. Charles H. Lewis, LL. D.	5	5	20	10	4	4	2
34	School of Civil and Military Engineering (Washington and Lee University).	Lexington, Va.	1782		Gen. G. W. C. Lee	1		m6				
35	Virginia Military Institute	Lexington, Va.	1859	1839	Gen. Francis H. Smith, LL. D.	7		117	45	30	20	22
36	Scientific department, University of Virginia.	University of Virginia, Va.	1819	1825	James F. Harrison, M. D., chairman of faculty.	0	0	0	(f)			
37	Polytechnic department of National University. <sup>n</sup>	Washington, D. C.			W. J. Newton, secretary.							

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> Number of candidates for the degree of C. E. for the year ending June, 1881; after 1881 the degree of civil engineer will be conferred only as a second degree.

<sup>b</sup> In the elementary school of the Polytechnic Institute.

<sup>c</sup> Includes 101 students in Manual Training School; this school, organized in 1880, has a faculty of 10 and a course of study covering 3 years.

<sup>d</sup> See report of Stevens High School (Table VII).

<sup>e</sup> Catalogue 1881-82 gives Rev. John Hall, D. D., chancellor ad interim.

<sup>f</sup> Reported at classical department (see Table IX).

<sup>g</sup> Graduating class June 16, 1880.

<sup>h</sup> A department of science and arts was created in 1881.

part of its work being the maintenance of evening classes in geometry and mathematics and in elementary physics and mechanics. Instruction is given by lectures.

<sup>i</sup> Instruction was suspended in 1877 on account of unproductiveness of endowment funds, and has not yet been resumed.

<sup>j</sup> In the drawing schools and schools of mechanical handwork.

<sup>k</sup> These statistics are from a return for 1878.

<sup>l</sup> Total number admitted during the year.

<sup>m</sup> Number attending the school of applied mathematics.

<sup>n</sup> Not fully organized.





[illegible]

full candidate is allowed on entering the college to matriculate also in Boston University, and as graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of a *b* *alma* *matris*.  
*b* A department for elective graduate study only.  
*c* There are also scholarships in the scientific school, not exceeding eight at any one time, of the annual value of \$150 for graduates of the State normal schools.  
*d* To entrance fee \$10 and annual tax \$20 to residents of Worcester County; \$150 to others.  
*e* Michigan; to others, fee and tax each \$25.  
*f* Includes valuation of Manual Training School.  
*g* Value of apparatus.  
*h* For all departments of the institution.  
*i* Receipts from all sources.  
*j* Number of free students.

TABLE X.—*Memoranda.*

Name.	Location.	Remarks.
Polytechnic College of the State of Pennsylvania.....	Philadelphia, Pa. ....	Closed
Norwich University .....	Northfield Vt. ....	Now changed to Lewis College.
New Market Polytechnic Institute .....	New Market, Va. ....	No information received.

TABLE XI.—Statistics of schools of theology for 1881; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9	
1	Alabama Baptist Normal and Theological School	Selma, Ala.	1881	1878	Baptist	Rev. W. H. McAlpin	1		
2	Theological department of Talladega College	Talladega, Ala.	1869	1872	Congregational	Rev. Henry S. DeForest, A. M., D. D.	1	0	0
3	Institute for Training Colored Ministers	Tuscaloosa, Ala.	0	1876	Presbyterian	Rev. Charles A. Stillman, D. D.	2	0	0
4	Pacific Theological Seminary	Oakland, Cal.	1869	1869	Congregational	Rev. J. A. Benton, D. D., senior professor	3	4	2
5	San Francisco Theological Seminary	San Francisco, Cal.	1871	1871	Presbyterian	Rev. William Alexander, clerk of faculty.	4		
6	Franciscan College	Santa Barbara, Cal.		1868	Roman Catholic	Rev. J. J. O'Keefe, O. S. F.	3		
7	Theological School	Denver, Colo.			Prot. Episcopal	Rt. Rev. John Franklin Spalding, D. D.	4		
8	Theological Institute of Connecticut	Hartford, Conn.	1883	1884	Congregational	Rev. William Thompson, D. D., dean	8		5
9	Berkeley Divinity School	Middletown, Conn.	1854	1854	Prot. Episcopal	Rt. Rev. J. Williams, D. D., LL. D., dean	6	1	
10	Theological department of Yale College	New Haven, Conn.	1701	1822	Congregational	Rev. Noah Porter, D. D., LL. D.	(13)		6
11	Theological department of Clark University	Atlanta, Ga.			Meth. Episcopal	Rev. E. O. Thayer, A. M.	(a)		
12	Theological department of Mercer University*	Macon, Ga.			Baptist	Rev. Archibald J. Battle, D. D.	2		
13	Theological department of St. Viateur's College	Bourbonnais, Grove, Ill.	1874	1865	Roman Catholic	Very Rev. Peter Beaudoin, C. S. V.	4		
14	Theological department of Blackburn University	Carlinville, Ill.	1857	1859	Presbyterian	Rev. E. L. Hund, D. D.	3	4	1
15	German Theological Class in Carthage College	Carthage, Ill.	1857	1859	Lutheran	Rev. J. A. Kunkelmann, A. M.	1		
16	Chicago Theological Seminary	Chicago, Ill. (cor. Ashtland and Warren avenues).	1855	1858	Congregational	Rev. G. S. F. Savage, D. D., secretary	7	0	66
17	Presbyterian Theological Seminary of the North-west.	Chicago, Ill. (1060 North Halstead street).	1856	1859	Presbyterian	Rev. Le Roy J. Halsey, D. D., LL. D., secretary.	6		4
18	Bible department of Eureka College	Eureka, Ill.	1855	1864	Christian	J. M. Allen, A. M.			
19	Garrett Biblical Institute	Evansston, Ill.	1855	1856	Meth. Episcopal	Rev. William X. Ninde, S. T. D.	(a)	5	5
20	Theological department of German English College.	Galesburg, Ill.	1871	1868	Ger. Meth. Epis.	Rev. Fr. Kopp	3	1	0
21	Swedish-American Ansgari College and Missionary Institute.	Knoxville, Ill.		1875	Ev. Lutheran	J. G. Prince	4	1	0
22	Theological department of McKendree College*	Lebanon, Ill.			Meth. Episcopal	Rev. Daniel W. Phillips, A. M.	1		
23	Warburg Seminary	Mendota, Ill.	1875	1853	Ev. Lutheran	Rev. Sigmund Fritschel, D. D.	3		
24	Baptist Union Theological Seminary	Morgan Park, Ill.	1864	1867	Baptist	Rev. G. W. Northrup, D. D., LL. D.	7	3	0
25	Jubilee College	Robin's Nest, Ill.	1847	1840	Prot. Episcopal	Rt. Rev. Alexander Burgess, S. T. D.			

26	Augustana Theological Seminary.....	Rock Island, Ill.....	1865	1863	Ev. Lutheran.....	Rev. T. N. Hasselquist, D. D.....	1	0
27	Concordia Seminary.....	Springfield, Ill.....	1874	1874	Ev. Lutheran.....	Prof. A. Craemer, director.....	4	0
28	Theological department of Shurtleff College.....	Upper Alton, Ill.....	1835	1835	Baptist.....	Rev. A. A. Kendrick, D. D.....	2	2
29	Biblical department of Indiana Asbury University.....	Greensboro, Ind.....	1837	1837	Meth. Episcopal.....	Rev. Alexander Martin, D. D., LL. D.....	3	4
30	Theological department of Union Christian College, Ind.....	Merom, Ind.....	1879	1879	Christian.....	Rev. T. C. Smith, A. M.....	1	1
31	St. Meinrad's Ecclesiastical Seminary.....	St. Meinrad, Ind.....	0	1860	Roman Catholic.....	Rt. Rev. Abbot Finian Mundwiler, O. S. B., (ex officio).....	4	3
32	Theological department of Griswold College.....	Davenport, Iowa.....	1859	1860	Prot. Episcopal.....	Rt. Rev. William Stevens Perry, D. D., LL. D. (ex officio).....	3	3
33	German Presbyterian Theological School of the Northwest.....	Dubuque, Iowa.....	1871	1856	Presbyterian.....	Rev. Jacob Conzett, senior professor.....	3	3
34	German College.....	Mt. Pleasant, Iowa.....	1873	1873	Ger. Meth. Epis.....	Rev. William Balcke, A. M.....	3	3
35	Bible department of Oskaloosa College.....	Oskaloosa, Iowa.....	1856	1872	Christian.....	G. H. Langellin, A. M.....	(a)	0
36	Kansas Theological School*.....	Topeka, Kans.....	1874	1874	Prot. Episcopal.....	Rt. Rev. Thomas H. Vail, D. D., LL. D., (ex officio).....	2	0
37	Danville Theological Seminary.....	Danville, Ky.....	1854	1853	Presbyterian.....	Rev. Stephen Yerkes, D. D., senior professor.....	4	0
38	College of the Bible.....	Lexington, Ky.....	1865	1865	Christian.....	Robert Graham, A. M.....	3	0
39	Protestant Theological Seminary*.....	Louisville, Ky.....	1870	1870	Roman Catholic.....	Very Rev. George McCloskey.....	4	4
40	Southern Baptist Theological Seminary.....	Louisville, Ky.....	1876	1859	Baptist.....	Rev. James P. Boyce, D. D., LL. D.....	5	1
41	Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.....	—, Ky.....	1834	1833	Prot. Episcopal.....	Rt. Rev. B. B. Smith, D. D.....	0	0
42	Theological department of New Orleans University.....	New Orleans, La.....	1869	1870	Meth. Episcopal.....	Isaac N. Follor, A. M.....	2	1
43	Theological department of Leland University*.....	New Orleans, La.....	1869	1870	Baptist.....	Rev. Seth J. Axtell, jr.....	1	1
44	Theological department of Straight University.....	New Orleans, La.....	1816	1816	Congregational.....	Rev. W. S. Alexander, D. D.....	1	1
45	Theological Seminary.....	Bangor, Me.....	1814	1814	Roman Catholic.....	Rev. J. H. Rowland.....	1	1
46	Bangor Theological Seminary.....	Bangor, Me.....	1814	1816	Congregational.....	Rev. John S. Sewall, dean.....	5	4
47	Bates College Theological School*.....	Leiston, Mo.....	1870	1870	Free Will Bapt.....	Rev. Oren R. Cheney, D. D.....	4	1
48	Centenary Biblical Institute.....	Baltimore, Md. (Puliton and Richmond's avenues).....	1867	1872	Meth. Episcopal.....	Rev. John Emory Round, M. A.....	ef	0
49	Theological Seminary of St. Sulpice and St. Mary's University.....	Baltimore, Md.....	1860	1791	Roman Catholic.....	Very Rev. A. Magnien, S. S., D. D.....	8	0
50	Theological department of Mt. St. Mary's College.....	Emmitsburg, Md.....	1828	1808	Roman Catholic.....	Very Rev. William Byrne, D. D.....	3	3
51	Scholarship of the Congregation of the Most Holy Redeemer, Mt. St. Clement.....	Delchester, Md.....	1868	1868	Roman Catholic.....	Rev. George Ruland, C. S. S. R.....	6	6
52	Woodstock College.....	Woodstock, Md.....	1867	1869	Roman Catholic.....	Rev. F. James Perron, S. J.....	10	0
53	Andover Theological Seminary*.....	Andover, Mass.....	1807	1808	Congregational.....	Rev. Egbert C. Smyth, D. D.....	7	8
54	Boston University School of Theology.....	Boston, Mass.....	1869	1847	Meth. Episcopal.....	Rev. James E. Lattin, S. T. D., dean.....	13	5
55	Divinity School of Harvard University.....	Cambridge, Mass.....	1630	1819	Non-sect.....	Charles W. Eliot, LL. D., president; Rev. C. C. Everett, D. D., dean.....	6	4
56	Episcopal Theological School*.....	Cambridge, Mass.....	1867	1867	Prot. Episcopal.....	Rev. George Zabriskie Gray, D. D., dean.....	4	1
57	Tufts College Divinity School.....	College Hill, Mass.....	1852	1869	Unitarian.....	Rev. E. H. Capen, D. D., (ex officio).....	4	3
58	Newton Theological Institution.....	Newton Centre, Mass.....	1826	1825	Baptist.....	Rev. Alvah Hovey, D. D., M. D.....	5	1
59	New Church Theological School.....	Waltham, Mass.....	0	1866	New Church.....	Rev. S. F. Dike, D. D.....	0	4
60	School of Theology, Adrian College.....	Adrian, Mich.....	1859	1878	Meth. Protestant.....	D. S. Stephens, M. A.....	3	1
61	Theological department of Hillsdale College.....	Hillsdale, Mich.....	1855	1873	Free Will Bapt.....	Rev. De Witt C. Durgin, D. D.....	3	1

\* For all departments.

j Since succeeded by Rev. Joseph E. Koller, S. J.

c All instruction suspended for some years.  
 d This institution exists only in name and in the possession of a valuable library and productive funds.

\* From Report of the Commissioner of Education for 1880.

a Reported with classical department (see Table IX).

b Five of these are only partially endowed.

TABLE XI.—*Statistics of schools of theology for 1881, &c.*—Continued.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9
62 Seabury Divinity School*	Fairbault, Minn.	1860	1860	Prot. Episcopal.	Rt. Rev. Henry B. Whipple, D. D.	5	—	—
63 Augsburg Seminary*	Minneapolis, Minn.	1874	1869	Lutheran	Prof. Georg Syverdrup	3	—	—
64 St. John's Seminary	St. Joseph, Minn.	1857	1857	Roman Catholic.	Rt. Rev. Alexius Edelbrock, O. S. B., abbot.	20	—	—
65 Bishop Green Associate Mission and Training School*	Dry Grove, Miss.	0	1867	Prot. Episcopal.	Rev. William K. Douglas, S. T. D.	2	1	0
66 Natchez Seminary	Natchez, Miss.	0	1877	Baptist	Rev. Charles Ayer	2	—	—
67 St. Vincent's College and Theological Seminary	Cape Girardeau, Mo.	1843	1844	Roman Catholic.	Rev. J. W. Hickey, C. M.	3	—	—
68 Jeremiah Yardean School of Theology in William Jewell College.	Liberty, Mo.	1849	1868	Baptist	Rev. W. R. Rothwell, D. D.	3	—	—
69 Concordia College (Seminary)	St. Louis, Mo.	1853	1839	Ev. Lutheran	Rev. C. F. W. Walther, D. D., director.	6	—	—
70 German Congregational Theological Seminary	Cretz, Nebr.	1866	1878	Congregational	Rev. William Süss, chairman of board.	1	0	1
71 Divinity School of Nebraska College	Nebraska City, Nebr.	1866	1866	Prot. Episcopal	Rev. R. W. Oliver, D. D., dean.	1	—	—
72 German Theological School of Newark	Bloomfield, N. J.	1871	1869	Presbyterian	Rev. Charles E. Knox, D. D.	4	1	0
73 Drew Theological Seminary	Madison, N. J.	1867	1867	Meth. Episcopal.	Rev. Henry A. Buttz, D. D.	6	10	6
74 Theological Seminary of the Reformed (Dutch) Church in America.	New Brunswick, N. J.	1784	1785	Ref. Dutch.	Rev. David D. Denarest, D. D., secretary.	4	1	4
75 Theological Seminary of the Presbyterian Church.	Princeton, N. J.	1822	1812	Presbyterian	Rev. William H. Roberts, A. M., librarian.	9	1	4
76 Diocesan Seminary of the Immaculate Conception.	South Orange, N. J.	0	1856	Roman Catholic.	Very Rev. William P. Salt, A. M., di rector.	4	—	0
77 St. Bonaventure's Seminary	Allegany, N. Y.	1875	1859	Roman Catholic.	Very Rev. Fr. Theophilus Pospisilik, O. S. F.	3	—	—
78 Auburn Theological Seminary	Auburn, N. Y.	1820	1821	Presbyterian	Rev. Samuel M. Hopkins, D. D., senior professor.	5	—	5
79 Canton Theological School	Canton, N. Y.	1858	1858	Universalist	Rev. I. M. Atwood, D. D.	4	1	3
80 De Lancey Divinity School	Geneva, N. Y.	1861	1861	Prot. Episcopal	Rev. James Rankine, D. D., rector.	1	—	1
81 Hamilton Theological Seminary	Hamilton, N. Y.	1819	1820	Baptist	Rev. E. Dodge, D. D., L. D., senior professor.	5	1	5
82 Hartwick Seminary, theological department.	Hartwick Seminary, N. Y.	1816	1815	Lutheran	Rev. James Pitcher, A. M., principal.	3	1	1



83	Newburgh Theological Seminary <sup>c</sup>	Newburgh, N. Y.	1836	1805	United Presb.	J. G. D. Findley, librarian	7	0	4
84	General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y. (corner 20th st. and 9th ave.).	1822	1820	Prot. Episcopal	Rev. Eugene A. Hoffman, D. D., dean.	8	3	6
85	Union Theological Seminary	New York, N. Y. (9 University Place).	1839	1836	Presbyterian	Rev. Roswell D. Hitchcock, D. D., LL. D.	8	0	d8
86	Rochester Theological Seminary	Rochester, N. Y.	1850	1851	Baptist	Rev. Augustus H. Strong, D. D.	8	0	0
87	Christian Biblical Institute	Stanfordville, N. Y.	1870	1870	Christian	Rev. J. B. Weston, A. M.	2	4	0
88	College and Seminary of Our Lady of Angels	Suspension Bridge, N. Y.	1863	1856	Roman Catholic.	Very Rev. P. V. Kavanaugh, C. M.	4	0	0
89	St. Andrew's Provincial School	Troy, N. Y.	1876	1876	Prot. Episcopal	Rt. Rev. F. D. Huntington, S. T. D.	3	0	0
90	St. Joseph's Provincial Seminary	Syracuse, N. Y.	1864	1864	Roman Catholic.	Very Rev. Henry Gabriels, S. T. L.	6	0	0
91	Theological department of Biddle University*	Charlotte, N. C.	1877	1868	Presbyterian	Rev. Stephen Mattoon, D. D.	4	0	0
92	Bennett Seminary*	Greensboro', N. C.	1874	1874	Meth. Episcopal.	Rev. E. O. Thayer, A. M.	1	0	0
93	Theological department of Shaw University	Raleigh, N. C.	1874	1865	Baptist	Rev. H. M. Tupper, A. M.	3	0	0
94	Theological department of Trinity College*	Trinity, N. C.	1852	1852	Meth. Epis. So	Rev. B. Craven, D. D., LL. D.	2	0	0
95	Biblical department of Ashland College*	Ashland, Ohio	1878	1879	Brethren	Eller R. H. Miller	2	0	0
96	Theological department of German Wallace College.	Berea, Ohio	1864	1864	Meth. Episcopal.	Rev. William Nast, D. D.	2	0	0
97	St. Charles Borromeo Theological Seminary	Carthage, Ohio	.....	1864	Roman Catholic	Rev. Godfrey Schlachter, C. P. S., director.	7	0	0
98	Lane Theological Seminary	Cincinnati, Ohio	1829	1822	Presbyterian	Rev. Llewellyn J. Evans, D. D.	5	0	0
99	St. Mary's Theological Seminary	Cleveland, Ohio	1849	1849	Roman Catholic.	Rev. M. A. Moes	3	0	0
100	German Lutheran Seminary	Columbus, Ohio	1830	1830	Ev. Lutheran	Rev. M. Loy	3	0	0
101	Union Biblical Seminary	Dayton, Ohio	1871	1871	U. B. in Christ	Rev. Lewis Davis, D. D.	4	0	1
102	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	Gambier, Ohio	1824	1825	Prot. Episcopal	Rt. Rev. Gregory T. Bedell, D. D., ex officio.	5	1	2
103	Department of Theology (Oberlin College)	Oberlin, Ohio	1834	1835	Congregational	Rev. James H. Fairchild, D. D.	2	0	2
104	Theological department of Wittenberg College	Springfield, Ohio	1845	1845	Ev. Lutheran	Rev. S. Sprecher, D. D., LL. D.	2	0	2
105	Heidelberg Theological Seminary	Tiffin, Ohio	1836	1831	Reformed	Rev. J. H. Good, D. D.	3	0	3
106	Theological Seminary of Wilberforce University.	Wilberforce, Ohio	1863	1853	Af. Meth. Epis	Rev. Benjamin F. Lee, D. D.	4	0	0
107	United Presbyterian Theological Seminary of Xenia	Xenia, Ohio	1877	1794	United Presb.	Rev. James Harper, D. D.	4	0	0
108	Theological Seminary of the United Presbyterian Church.*	Allegheny City, Pa.	1868	1825	United Presb.	Rev. A. D. Clark, D. D.	5	0	5
109	Western Theological Seminary of the Presbyterian Church.	Allegheny City, Pa.	1844	1827	Presbyterian	Rev. Samuel J. Wilson, D. D., LL. D.	7	0	3
110	Theological course in St. Vincent's College*	Beatty, Pa.	.....	.....	Roman Catholic.	Rt. Rev. Boniface Wimmer, O. S. B.	3	1	3
111	Theological department of Ursinus College.	Freeland, Pa.	1869	1870	Ref. German	Rev. J. H. A. Bomberger, D. D.	3	0	3
112	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	Gettysburg, Pa.	1828	1826	Ev. Lutheran	Rev. Charles A. Stork, D. D., chairman.	3	0	f3
113	Theological Seminary of the Reformed Church in the United States.*	Lancaster, Pa.	1831	1825	Reformed	Rev. E. V. Gerhart, D. D.	5	0	3
114	Theological department of Lincoln University	Lincoln University, Pa.	1871	1871	Presbyterian	Rev. Isaac N. Rendall, D. D.	4	0	0
115	Meadville Theological School	Meadville, Pa.	1846	1844	Unitarian	Rev. A. A. Livermore, A. M.	5	0	0
116	Philadelphia Theological Seminary of St. Charles Borromeo.*	Overbrook, Pa.	1838	1832	Roman Catholic.	Rev. William Kieran, D. D., vice rector	8	0	0
117	Divinity School of the Protestant Episcopal Church in Philadelphia.*	Philadelphia, Pa.	1862	1862	Prot. Episcopal	Rev. Daniel R. Goodwin, D. D., LL. D., dean.	5	1	4

\* From Report of the Commissioner of Education for 1880. c Instruction suspended in 1878; the seminary exists for the present only in its library and property.

b Temporarily suspended.

d Three of these are only partially endowed.

e Since succeeded by Rev. Wilbur F. Steele, B. D. f In 1879.

TABLE XI.—*Statistics of schools of theology for 1881, &c.*—Continued.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9
118 Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	Philadelphia, Pa. (212 and 214 Franklin st.).	.....	1864	Ev. Lutheran	Rev. C. W. Schaeffer, D. D.	4	....	5
119 Missionary Institute*.	Schmied Grove, Pa.	1858	1856	Ev. Lutheran	Rev. H. Ziegler, D. D., superintendent.	2	....	....
120 The Crozer Theological Seminary.	Upland, Pa.	1867	1868	Baptist	Rev. Henry G. Weston, D. D.	4	....	....
121 Augustinian Monastery of St. Thomas of Villanova.	Villanova, Pa.	1848	1842	Roman Catholic.	Very Rev. Thomas C. Middleton, O. S. A., senior professor.	5	....	....
122 Benedict Institute.	Columbia, S. C.	.....	1870	Baptist	Rev. C. E. Becker, A. M.	....	....	....
123 Theological Seminary of the General Assembly of the Presbyterian Church in the United States. <sup>a</sup>	Columbia, S. C.	1832	1831	Presbyterian	Rev. George Howe, D. D., LL. D., chairman of faculty.	4	....	....
124 Baker Theological Institute.	Orangeburg, S. C.	.....	1869	Meth. Episcopal.	Rev. Edward Cooke, A. M., D. D.	3	2	1
125 Theological School of Cumberland University.	Lebanon, Tenn.	1842	1854	Cumb. Presb.	Rev. N. Green, chancellor.	60	....	....
126 Nashville Normal and Theological Institute.	Nashville, Tenn.	0	1865	Baptist	Rev. D. W. Phillips, D. D.	2	0	0
127 Theological course in Fisk University*.	Nashville, Tenn.	1867	1869	Congregational	Rev. E. M. Cravath, A. M.	2	2	0
128 Theological department of Central Tennessee College.	Nashville, Tenn.	1866	1865	Meth. Episcopal.	Rev. John Braden, D. D.	4	0	4
129 Theological department of Vanderbilt University <sup>c</sup> .	Nashville, Tenn.	1872	1875	Meth. Epis. So.	Rev. T. O. Summers, D. D., LL. D., dean.	9	1	....
130 Theological department of University of the South.	Sewanee, Tenn.	1856	1876	Prot. Episcopal	Rev. Telfair Hodgson, D. D., dean.	1	0	0
131 Theological department of Burritt College*.	Spencer, Tenn.	1879	1879	Christian	T. W. Bronts	2	0	0
132 Theological department of Baylor University.	Independence, Tex.	1845	1866	Baptist	Rev. William Carey Crane, D. D., LL. D.	1	0	0
133 Theological department of Trinity University.	Tehuacana, Tex.	1868	1868	Cumb. Presb.	Rev. W. E. Benson, D. D.	4	0	4
134 Union Theological Seminary <sup>c</sup> .	Hampden Sidney College, Va.	1867	1824	Presbyterian	Rev. B. M. Smith, D. D., librarian.	4	....	....
135 Richmond Institute.	Richmond, Va.	1876	1867	Baptist	Rev. Charles H. Corey, D. D.	2	....	d2
136 Theological Seminary of the Evangelical Lutheran General Synod South.	Salem, Va.	1832	1832	Lutheran	Rev. S. A. Repass, D. D.	6	....	4
137 Protestant Episcopal Theological Seminary of Virginia.	Theological Seminary, Va.	1854	1823	Prot. Episcopal	Rev. Joseph Packard, D. D., dean	6	....	....
138 Mission House School.	Franklin, Wis.	1868	1862	Reformed	H. A. Muehlmeier	6	....	....
139 Luther Seminary.	Madison, Wis.	1876	1876	Ev. Lutheran	Rev. H. A. Preus	3	0	....



TABLE XI.—*Statistics of schools of theology for 1881, &c.*—Continued.

Name.	Students.				Library.				Property, income, &c.			Date of next commencement.	
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Value of grounds and buildings.	Amount of productive funds.		Income from productive funds.
							Number of volumes.	Number of pamphlets.	Increase in the last school year in books.				
1	10	11	12	13	14	15	16	17	18	19	20	21	22
Alabama Baptist Normal and Theological School.....	30				3	32	400	50	200	\$10,000			May 26.
Theological department of Talladega College.....	11	0	0	0	3	36	1,000	0	100	5,000	\$0		June 15.
Institute for Training Colored Ministers.....	17	0	0	3	5	44	600	100	100	2,000	0		July 1.
Pacific Theological Seminary.....	6	1	2	2	3	37	2,600	300	50	75,000	0		May 14.
San Francisco Theological Seminary.....	4			5	3	32	6,240	900	2,200	25,000	80,000	\$2,770	May 14.
Franciscan College.....	2				6	43	2,500			4,000			April 27.
Theological School.....	1												
Theological Institute of Connecticut.....	29	1	24	3	3	38	15,290	4,000	2,342	100,000			May 11.
Berkley Divinity School.....	38	0	36		3	38	17,000						May 18.
Theological department of Yale College.....	90	7	81	621	3	35	2,000			6415,000	307,756	\$27,659	June 11-15.
Theological department of Clark University.....	(e)												
Theological department of Mercer University*.....	9					36							
Theological department of St. Viator's College.....	20		5		5	40	2,000	100					
Theological department of Blackburn University.....	9			1	3	38	1,200	300	115				
German Theological Class in Carthage College.....	5												
Chicago Theological Seminary.....	39	4	30	9	3	40	6,000	500	500	90,000	250,000	16,000	April 27.
Presbyterian Theological Seminary of the Northwest.....	22	2	10	6	3	31	9,000	500	60	300,000	153,260		April 6.
Bible department of Enneka College.....	(e)				2	40							
Garrett Biblical Institute.....	76		20	16	3	34	3,000	1,000	250	750,000	275,000	15,200	May 11.
Theological department of German English College.....	19				3	40	300	25	20				June 8.
Swedish American Apsargi College and Missionary Institute.....	23	0	0		3	34	300	350	46				June.
Theological department of McKendree College*.....	14												
Warburg Seminary.....	17	14		11	3	40	2,100			6,000	10,263	621	June 30.
Baptist Union Theological Seminary.....	90	3	49	13	3	37	14,000	6,000	0				May 17-22.
Jubilee College.....							1,500	3,000		15,000			
Augustana Theological Seminary.....	17	0	3	6	2	38		(e)	(e)		0		June.
Concordia Seminary.....	*90				5	43	800	50		20,000			



	9	4	3	2	35	2,000	150	40,000	1,600
Theological department of Shurtleff College.....	29	14	14	2	40	---	---	---	May 30.
Biblical department of Indiana Asbury University.....	11	---	---	3	37	100	---	---	June 22.
Theological department of Union Christian College.....	39	h12	---	3	40	---	---	---	June 7.
St. Michael's Ecclesiastical Seminary.....	8	1	1	3	38	(e)	(e)	(e)	June 28.
Theological department of Griswold College.....	23	---	---	---	---	---	---	---	June 21.
German Presbyterian Theological School of the Northwest.....	20	---	---	3	40	250	50	38,611	53,275
German College.....	(e)	---	---	---	---	---	---	(e)	June 15.
Bible department of Oskaloosa College.....	2	0	3	3	36	3,550	0	0	June 15.
Kansas Theological School*.....	8	0	0	3	32	5,500	0	145,545	10,407
Danville Theological Seminary.....	67	0	7	4	40	600	50	10,000	April 20.
College of the Bible.....	21	2	12	6	40	8,000	300	0	June.
Preston Park Theological Seminary*.....	94	1	---	3-4	34	10,000	300	85,000	---
Southern Baptist Theological Seminary.....	0	0	0	3	---	5,000	---	360,000	May
Theological Seminary of the Protestant Episcopal Church.....	9	---	---	---	---	---	---	17,000	1,000
In the Diocese of Kentucky.....	---	---	---	---	---	---	---	---	---
Theological department of New Orleans University.....	42	---	---	3	34	(e)	---	---	May 26.
Theological department of Leland University*.....	16	1	---	3	36	---	---	---	June 1.
Theological department of Straight University.....	44	---	---	---	---	---	---	---	---
Theological Seminary.....	25	6	10	3	36	16,500	300	75,000	193,000
Bangor Theological Seminary.....	46	8	---	3	---	2,200	---	25,000	---
Bates College Theological School*.....	20	0	0	3	42	---	---	30,100	---
Confessory Biblical Institute.....	40	---	---	---	---	---	---	---	---
Theological Seminary of St. Sulpice and St. Mary's University.....	125	---	---	5	42	(25,000)	---	---	---
University.....	---	---	---	---	---	---	---	---	---
Theological department of Mt. St. Mary's College.....	21	15	4	4	42	(e)	---	---	July 19.
Scholasticate of the Congregation of the Most Holy Redeemer, Mt. St. Clement.....	48	---	---	6	44	9,144	250	---	---
Woodstock College.....	110	0	0	7	47	40,000	2,045	65,000	0
Andover Theological Seminary*.....	61	7	59	3	49	39,000	4,000	240,000	780,000
Boston University School of Theology.....	63	4	39	3	37	(5,000)	---	(e)	0
Divinity School of Harvard University.....	31	4	15	6	38	16,252	1,609	310,839	19,458
Episcopal Theological School.....	29	8	9	3	38	3,000	102	280,000	130,000
Tufts College Divinity School.....	17	1	8	3,4	39	(e)	(e)	(e)	7,000
Newton Theological Institution.....	60	0	36	23	39	17,000	---	136,835	316,897
New Church Theological School.....	6	---	---	3	28	---	---	---	---
School of Theology, Adrian College.....	18	1	---	3	39	---	---	---	---
Theological department of Hillsdale College.....	31	3	6	3	39	2,000	200	20,000	2,500
Seabury Divinity School*.....	26	---	---	---	---	---	---	35,000	---
Angsbury Seminary.....	23	---	---	3	31	e1,000	---	e25,000	---
St. John's Seminary.....	20	---	---	---	---	---	---	---	---
Bishop Green Associate Mission and Training School*.....	3	1	0	3	40	1,500	200	5,000	---
Natchez Seminary.....	20	---	---	---	36	800	300	20,000	---
St. Vincent's College and Theological Seminary.....	7	---	h2	5	40	5,000	---	e60,000	---
Jeremiah Vardeman School of Theology in William Jewell College.....	49	3	---	2	40	---	---	40,000	---
Concordia College (Seminary).....	97	---	---	3	40	(5,200)	---	---	---

\* From Report of the Commissioner of Education for 1880.

a Estimated annual income.

b Senior class of 1880-'81.

c In 1879.

d Includes amount received from students' fees, donations, &amp;c.

e Reported with classical department (see Table IX).

f Value of school building.

g All instruction suspended for some years.

h Number obtained during the year.

i Income from all sources.

j This institution exists only in name and in the possession of a valuable library and productive funds.

k Included in report of students in Table IX.



	June 7. June 21.	June 28. May 4.	June 24. May 17.	June 22. June 22.	June 12. April 18. June 15.	June 23. June 1.	June 7. June 28. May 26.	June 1. May 26. May 24.	August 5.
96 Theological department of German Wallace College.....	24	0	3	40	575	45	8,000	57,400	22,326
97 St Charles Borromeo Theological Seminary.....	39	13	3	40	6,240	375,807	13,000	192,376	120,000
98 Lane Theological Seminary.....	41	26	3	43	4,000	25,000	120,000	1,600	3,200
99 St Mary's Theological Seminary.....	26	3	3	40	4,000	25,000	120,000	1,600	3,200
100 German Lutheran Seminary.....	26	3	3	40	4,000	25,000	120,000	1,600	3,200
101 Union Biblical Seminary.....	32	0	8	35	46,300	48,500	1,600	3,200	3,200
102 Church in the Diocese of Ohio.....	41	29	17	38	2,000	3,010	1,000	1,600	3,200
103 Department of Theology (Oberlin College).....	18	6	10	2	3,800	1,000	1,000	1,600	3,200
104 Theological department of Wittenberg College.....	14	0	12	23	3,010	600	1,000	1,600	3,200
105 Heidelberg Theological Seminary.....	36	2	35	3	37	3,800	1,000	1,000	1,000
106 Theological Seminary of Wilberforce University.....	31	0	15	3	30	43,000	673,000	622,000	622,000
107 United Presbyterian Theological Seminary of Xenia.....	36	2	35	3	37	3,800	1,000	1,000	1,000
108 Theological Seminary of the United Presbyterian Church.....	31	0	15	3	30	43,000	673,000	622,000	622,000
109 Western Theological Seminary of the Presbyterian Church.....	487	45	75	21	3	40	60,000	80,000	4,200
110 Theological course in St. Vincent's College.....	38	3	3	40	3	3	3	3	3
111 Theological department of Ursinus College.....	3	3	3	3	3	3	3	3	3
112 Theological Seminary of the General Synod of the Evan- gelical Lutheran Church in the United States.....	29	5	3	39	10,200	30	25,000	65,000	3,500
113 Theological Seminary of the Reformed Church in the United States.....	23	22	7	3	36	11,000	150,000	248,000	15,000
114 Theological department of Lincoln University.....	14	3	3	38	15,500	300	30,000	157,000	8,750
115 Meadville Theological School.....	12	0	4	3	44	15,000	0	0	0
116 Philadelphia Theological Seminary of St. Charles Bor- romeo.....	95	9	44	3	37	8,000	250	2125,000	17,500
117 Divinity School of the Protestant Episcopal Church in Philadelphia.....	27	1	14	4	3	3	3	3	3
118 Theological Seminary of the Evangelical Lutheran Church at Philadelphia.....	47	36	15	3	29-34	5,000	1,000	150,000	248,000
119 Missionary Institute.....	m3	m3	3	39	6,000	138,870	244,130	15,000	15,000
120 The Crozer Theological Seminary.....	42	42	42	42	6,000	25,000	30,000	30,000	30,000
121 Augustinian Monastery of St. Thomas of Villanova.....	924	94	33	33	1,300	100	100	100	100
122 Benedict Institute.....	43	3	3	3	20,295	20,295	20,295	20,295	20,295
123 Theological Seminary of the General Assembly of the Presbyterian Church in the United States.....	26	3	3	3	3	3	3	3	3
124 Baker Theological Institute.....	16	6	2	40	2,804	2,804	2,804	2,804	2,804
125 Theological School of Cumberland University.....	73	73	2	2	2,804	2,804	2,804	2,804	2,804
126 Nashville Normal and Theological Institute.....	15	0	3	40	0	0	0	0	0
127 Theological course in Fisk University.....	38	1	0	3	36	36	36	36	36
128 Theological department of Central Tennessee College.....	19	5	8	3	39	39	39	39	39
129 Theological department of Vanderbilt University.....	70	2	7	4	40	40	40	40	40
130 Theological department of University of the South.....	19	2	7	4	40	40	40	40	40
131 Theological department of Burnett College.....	28	0	0	2	40	40	40	40	40
132 Theological department of Baylor University.....	7	0	0	2	40	40	40	40	40

\* From Report of Commissioner of Education for 1880.

a Temporarily suspended.

b In 1879.

c Theological and philosophical.

d Reported with academic department (see Table VI).

e Instruction suspended in 1878; the seminary exists for

the present only in its library and property.

f Includes value of library, \$22,000.

g Number ordained as priests during the year.

h Reported with classical department (see Table IX).

i In 1877.

j Includes real estate yielding an annual income, and

bonds and notes.

k For the year 1879-80.

l In 1878.

m Number entering the ministry in 1880.

n Number of scholastics.

o Temporarily closed; figures are for 1880.

p Reported in Table III.

q These statistics are from a return for 1880.

TABLE XI.—*Statistics of schools of theology for 1881, &c.*—Continued.

Name.	Students.				Library.			Property, income, &c.			Date of next commencement.		
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.	Number of years in full course	Number of weeks in scholastic year.	Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.		Amount of productive funds.	Income from productive funds.
1	10	11	12	13	14	15	16	17	18	19	20	21	22
Theological department of Trinity University.....	19	0	0	.....	2	40	500	.....	300	(a)	.....	.....	June.
Union Theological Seminary <i>b</i> .....	51	1	.....	19	3	36	11,000	.....	200	\$50,000	\$220,000	\$14,000	May 4.
Richmond Institute .....	70	.....	.....	6	3	36	2,500	.....	100	30,000	3,000	.....	May.
Theological Seminary of the Evangelical Lutheran General Synod South.....	10	.....	6	3	3	40	500	.....	.....	.....	.....	.....	May 1.
Protestant Episcopal Theological Seminary of Virginia.....	40	.....	15	11	2	40	11,000	.....	152	18,250	.....	.....	June 29.
Mission House School .....	11	.....	13	10	3	38	2,432	100	0	25,000	2,000	200	June 30.
Lutheran Seminary .....	44	.....	.....	.....	3	40	475	.....	5	.....	.....	.....	June 30.
Norwegian Seminary* .....	14	.....	.....	.....	3	34	7,000	1,500	20	90,000	15,000	.....	June 29.
Nashotah House .....	12	0	2	3	3	40	4,060	.....	15	70,000	57,000	.....	June 29.
Seminary of St. Francis of Sales .....	(203)	.....	.....	e34	9	43	(a)	.....	.....	(a)	25,000	.....	May 6.
Theological department of Howard University .....	39	.....	.....	6	3	34	1,900	.....	.....	*40,000	.....	.....	May 31.
Wayland Seminary .....	d39	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* From Report of Commissioner of Education for 1880.

a Reported with classical department (see Table IX).

b These statistics are from a return for 1880.

c Number ordained as priests during the year.

d Also included in number of students reported in normal department (Table III).



*List of institutions from which no information has been received.*

Name.	Location.
School of Theology in Bethel College.....	Russellville, Ky.
Theological School of Westminster College.....	Fulton, Mo.
Brooklyn Lay College and Biblical Institute.....	Brooklyn, N. Y.
Theological department of Urbana University.....	Urbana, Ohio.
Moravian Theological Seminary.....	Bethlehem, Pa.
St. Vincent's Seminary.....	Philadelphia, Pa.
St. Michael's Seminary.....	Pittsburgh, Pa.
St. John's Theological Seminary.....	Norfolk, Va.

TABLE XI.—*Memoranda.*

Name.	Location.	Remarks.
Atlanta Baptist Seminary.....	Atlanta, Ga.....	See Table VI.
Theological department of Lincoln University.	Lincoln, Ill.....	Not reported as a distinct department.
Theological department of Shaw University.	Holly Springs, Miss.	Not a distinct department.
Mt. St. Mary's Seminary.....	Cincinnati, Ohio....	Temporarily closed.
Christliche Bildungs-Anstalt der Mennoniten.	Wadsworth, Ohio...	Not now in existence.

TABLE XII.—Statistics of schools of law for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
					Resident instructors and	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.
1	2	3	4	5	6	7	8	9	10
1 Law School of University of Alabama.....	Tuscaloosa, Ala.....	1832	1873	Burwell Borkin Lewis, LL. D.	3	.....	20	10	13
2 Hastings College of the Law (University of California).....	San Francisco, Cal.....	1878	1878	S. Clinton Hastings, dean.	3	.....	187	40	.....
3 Law department of Yale College.....	New Haven, Conn.....	.....	1824	Rev. Noah Porter, D. D., LL. D., president;	(14)	.....	68	34	631
4 Law department in University of Georgia.....	Athens, Ga.....	1785	1867	Francis Wayland, M. A., LL. D., dean.	.....	.....	.....	.....	1
5 Law department of Mercer University.....	Macon, Ga.....	1874	1874	Rev. P. H. McEl, D. D., LL. D., chancellor.	3	(6)	5	.....	.....
6 Birmingham Law School (Illinois Wesleyan University).....	Bloomington, Ill.....	1853	1874	Clifford Anderson, chairman of faculty.	7	.....	44	.....	14
7 Union College of Law of Chicago and Northwestern Universities.....	Chicago, Ill.....	.....	1859	Reuben M. Benjamin, LL. D., dean.	5	0	101	25	30
8 Law department of McKendree College*.....	Lebanon, Ill.....	.....	1860	Henry Booth, LL. D., dean.	.....	2	11	.....	3
9 Law department, Indiana Asbury University.....	Greencastle, Ind.....	.....	1861	Henry H. Horner, A. M., dean.	5	.....	12	.....	.....
10 Law department, University of Notre Dame.....	Notre Dame, Ind.....	1844	1842	Rev. Alexander Martin, D. D., LL. D.	4	2	60	.....	4
11 Iowa College of Law (Drake University).....	Des Moines, Iowa.....	.....	1881	Very Rev. Thomas E. Walsh, C. S. C.	.....	.....	.....	.....	.....
12 Law department of State University of Iowa.....	Iowa City, Iowa.....	1847	1865	George T. Carpenter, A. M.	.....	.....	.....	.....	.....
13 Course of law in Iowa Wesleyan University.....	Mt. Pleasant, Iowa.....	.....	.....	Lewis W. Ross, A. M., chancellor.	2	5	188	40	88
14 Law School, University of Kansas.....	Lawrence, Kans.....	.....	.....	Rev. W. J. Spaulding, III, D.	3	.....	15	.....	.....
15 College of Law, Kentucky University.....	Lexington, Ky.....	1858	1878	J. W. Green, A. M., dean.	2	.....	.....	.....	.....
16 Law department of University of Louisville*.....	Louisville, Ky.....	1846	1865	Madison C. Johnson, LL. D.	3	0	45	10	25
17 Law department, Straight University.....	New Orleans, La.....	1870	1870	Isaac Caldwell, president; James S. Pottle, secretary.	4	.....	28	0	9
18 Law department, University of Louisiana.....	New Orleans, La. (box 1915).....	1847	1847	Rev. W. S. Alexander, D. D.	4	.....	35	.....	.....
19 School of Law of the University of Maryland.....	Baltimore, Md.....	1812	1815	Carlton Hunt, LL. D., dean.	4	0	60	30	83
20 Boston University School of Law.....	Boston, Mass.....	1869	1872	George W. Dobbin, LL. D., dean.	.....	.....	151	57	32
				William F. Warren, S. T. D., LL. D.	(18)	.....	.....	.....	.....

	Law School of Harvard University	Cambridge, Mass	1817	Charles W. Eliot, LL. D., president; C. C. Langdell, LL. D., dean	6	156	94	18
21	Law department, University of Michigan	Ann Arbor, Mich	1859	Thomas M. Cooley, LL. D., dean	5	0	395	145
22	Department of Law, University of Mississippi	Oxford, Miss	1844	Alexander P. Stewart, chancellor	(6)	38	65	16
23	Law department, State University of Missouri	Columbia, Mo	1839	Philomen Bliss, LL. D., dean	3	2	49	12
24	St. Louis Law School (Washington University)	St. Louis, Mo (417 Lucas Place)	1853	Henry Hitchcock, LL. D., dean	8	70	32	25
25	Albany Law School (Union University)	Albany, N. Y	1851	Henry E. Smith, LL. D., dean	(9)	54	13	24
26	Law School of Hamilton College	Clinch, N. Y	1854	Rev. Samuel G. Brown, LL. D.	2	1	35	13
27	Columbia College Law School	New York, N. Y	1754	F. A. P. Raymond, S. T. D., LL. B., LL. D.	6	0	471	254
28	Department of Law, University of the City of New York	New York, N. Y	1830	Henry E. Davies, LL. D.	5	30	12	12
30	Law department, University of North Carolina	Chapel Hill, N. C	1789	Kemp P. Battle, LL. D.	1	0	13	0
31	Law department, Rutherford College	Rutherford College, N. C	1871	Rev. R. L. Abernethy, A. M., D. D.	1	1	0	0
32	Law department, Trinity College	Trinity, N. C	1852	Rev. B. Craven, D. D., LL. D.	3	0	14	0
33	Law School of the Cincinnati College	Cincinnati, Ohio	1819	Frederic D. Cox, LL. D., dean	8	0	127	33
34	Law department of Lafayette College	Easton, Pa	1874	William S. Kirkpatrick, A. M., dean	5	0	141	47
35	Law department, University of Pennsylvania	Philadelphia, Pa	1755	Dr. Coppee Mitchell, LL. D., dean	3	0	45	32
36	Law School of Cumberland University	Lebanon, Tenn	1842	Dr. Nathan Green, A. M., LL. D., chancellor	5	0	53	13
37	Law department, Central Tennessee College	Nashville, Tenn	1872	Rev. John Braden, D. D.	4	0	20	10
38	Law department, Vanderbilt University	Nashville, Tenn	1872	Thomas H. Malone, M. A., dean	(5)	0	9	0
39	School of Law and Equity, Washington and Lee University	Lexington, Va	1867	General G. W. C. Lee, president of university	1	0	122	26
40	Law School, Richmond College	Richmond, Va	1840	B. Puryear, LL. D., chairman of faculty	2	0	11	34
41	Law School, University of Virginia	University of Virginia, Va	1819	James F. Harrison, M. D., chairman of faculty	1	0	155	11
42	Law department, West Virginia University	Morgantown, W. Va	1858	D. B. Turinton, A. M., acting president	7	0	38	9
43	Law department, University of Wisconsin	Madison, Wis	1821	J. H. Carpenter, LL. D., dean	5	0	38	9
44	Columbian University Law School	Washington, D. C	1821	James C. Wellings, LL. D.	3	0	13	5
45	Law department of Georgetown University	Washington, D. C	1815	Charles W. Hoffman, A. M., LL. D., dean	3	0	65	10
46	Law department of Howard University	Washington, D. C	1867	Rev. Wm. W. Patton, D. D.	4	6	0	0
47	National University, law department	Washington, D. C	1870	Arthur MacArthur	4	6	0	0

\* The president for 1881-'82 is Hon. Aaron J. Vanderpool, LL. D.

† Reported in 1880 as temporarily suspended; no law students appear in the catalogue of the college for 1881-'82.

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> University charter.

<sup>b</sup> Senior class of 1880-'81.

<sup>c</sup> Suspended in June, 1879; no information of its reorganization has been received.

<sup>d</sup> Since succeeded by Hon. William G. Hammond, LL. D.





[illegible]

\* From Report of the Commissioner of Education for 1880.  
*a* Incidental fees.  
*b* With graduate course, 4 years.  
*c* Reported with classical department (see Table IX).  
*d* Fee per session.  
*e* Matriculation fee.  
*f* Suspended in June, 1879; no information of its reorganization has been received.  
*g* State library.  
*h* In 1879.  
*i* Entrance fee \$10 and annual tax \$20 to residents of Michigan; to others, entrance fee and annual tax, each \$25.  
*j* With one year of previous study.  
*k* Reported in 1880 as temporarily suspended; no law student sat in the catalogue of the college for 1881-82.  
*l* For residents; \$68 for others.

TABLE XII.—*Memoranda.*

Name.	Location.	Remarks.
College of Law, Southern University.....	Greensboro', Ala.....	Suspended
Law department of Central University.....	Richmond, Ky.....	No information received
Law department of Wilberforce University.....	Wilberforce, Ohio.....	No information received

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1881; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present students who have received a degree in letters or science.	Present number.	Graduates at the commencement of 1881.
1	I. MEDICAL AND SURGICAL.									
2	I. Regular.									
3	Medical College of Alabama.....	Mobile, Ala.....	1860	1859	William H. Anderson, M. D., dean.....	8	0	6	60	24
4	Medical department of Arkansas Industrial University.....	Little Rock, Ark.....	1879	1879	P. O. Hooper, M. D.....	14	.....	.....	36	10
5	Medical College of the Pacific (University College).	San Francisco, Cal.....	.....	1858	J. H. Wythe, M. D., president; Henry Gibbons, Jr., M. D., dean.....	16	0	.....	56	9
6	Medical department, University of California.....	San Francisco, Cal.....	1868	1872	Robert A. McLean, M. D., dean.....	12	2	.....	62	16
7	Woman's Medical College of the Pacific Coast.....	San Francisco, Cal.....	1881	1881	Mrs. S. E. F. Wells, M. D.....	.....	.....	.....	.....	.....
8	Denver Medical College (University of Denver).....	Denver, Colo.....	1881	1881	H. K. Steele, M. D.....	16	.....	.....	15	.....
9	Medical department of Yale College.....	New Haven, Conn.....	1810	1813	Charles A. Lindesley, M. D., dean.....	11	(18)	21	10	31
10	Atlanta Medical College.....	Atlanta, Ga.....	1854	1855	H. V. M. Miller, M. D., LL. D., dean.....	11	0	.....	93	38
11	Southern Medical College.....	Atlanta, Ga.....	1879	1879	William Perrin Nicholson, M. D., dean.....	16	.....	.....	91	23
12	Medical College of Georgia (University of Georgia).....	Augusta, Ga.....	1828	1829	George W. Rains, M. D., LL. D., dean.....	.....	.....	.....	.....	.....
13	Chicago Medical College (Northwestern University).....	Chicago, Ill.....	1859	1859	Nathan Smith Davis, M. D., LL. D., dean.....	15	0	30	150	45
14	College of Physicians and Surgeons of Chicago.....	Chicago, Ill.....	1881	1881	D. A. K. Steele, M. D., secretary.....	.....	.....	.....	.....	.....
15	Rush Medical College.....	Chicago, Ill.....	1837	1843	J. Adams Allen, M. D., LL. D.....	29	2	172	505	144
16	Woman's Medical College of Chicago.....	Chicago, Ill.....	1870	1870	William H. Byford, A. M., M. D.....	24	.....	.....	85	17
17	Medical College of Evansville.....	Evansville, Ind.....	1845	1849	George B. Walker, M. D., dean.....	15	0	.....	17	6
18	Fort Wayne College of Medicine.....	Fort Wayne, Ind.....	1879	1879	William H. Gohrecht, M. D., dean.....	12	1	.....	37	21
19	Medical College of Fort Wayne.....	Fort Wayne, Ind.....	1878	1878	W. D. Wood, A. M., M. D., dean.....	.....	(17)	.....	42	22
20	Central College of Physicians and Surgeons*.....	Indianapolis, Ind.....	.....	1879	Charles D. Pearson, A. M., M. D., dean.....	.....	(17)	.....	40	12

19	Medical College of Indiana (Butler University)*	Indianapolis, Ind.	1878	1878	Theophilus Parvin, M. D., LL. D., dean	11	0	207	0	137
20	Medical department of the State University of Iowa	Iowa City, Iowa	1847	1870	W. F. Peck, A. M., M. D., dean	8	5	151	5	35
21	College of Physicians and Surgeons	Keokuk, Iowa	1849	1849	E. J. Gillett, M. D., LL. D., president; H. T. Cleaver, M. D., dean	(12)		301		121
22	Hospital College of Medicine (Central University)	Louisville, Ky	1874	1874	William H. Bolling, M. D., dean	9		75	5	34
23	Kentucky School of Medicine	Louisville, Ky	1849	1850	John A. Octerlony, A. M., M. D., dean	12		147		87
24	Louisville Medical College	Louisville, Ky	1868	1869	J. A. Ireland, M. D., dean	7		126		54
25	Medical department of the University of Louisville	Louisville, Ky	1837	1837	J. M. Bodine, M. D., dean	14	0	181		100
26	Medical department of the University of Louisiana	New Orleans, La.	1835	1834	Tobias G. Richardson, M. D.	8	1	204		59
27	Medical School of Maine (Bowdoin College)	Brunswick, Me	1820	1820	Joshua L. Chamberlain, LL. D.	(13)		112	22	30
28	Portland School for Medical Instruction <sup>a</sup>	Portland, Me	1858	1856	Charles A. Ring, M. D.	9		18		18
29	College of Physicians and Surgeons	Baltimore, Md	1872	1872	Thomas Optie, M. D., dean	12		360	12	153
30	School of Medicine (University of Maryland)	Baltimore, Md	1807	1807	L. McLane Tiffany, M. D., dean	24		193	30	73
31	College of Physicians and Surgeons	Boston, Mass	1880	1880	Hon. Horatio G. Parker	15		23	0	
32	Harvard Medical School (Harvard University)	Boston, Mass	1852	1852	Calvin Ellis, M. D., dean	(51)		243	118	60
33	Department of Medicine and Surgery (University of Michigan)*	Ann Arbor, Mich	1837	1860	Alonzo B. Palmer, M. D., LL. D., dean	17		360	38	91
34	Detroit Medical College	Detroit, Mich	1868	1868	Theo. A. McGraw, M. D.	(26)		69		27
35	Michigan College of Medicine	Detroit, Mich	1879	1880	Henry F. Lyster, M. D.	(17)		59		28
36	Medical department of the Minnesota College Hospital <sup>b</sup>	Minneapolis, Minn.		1881	F. A. Dunsmoor, M. D., dean	12	7	32	2	
37	Medical School of the University of the State of Missouri	Columbia, Mo	1839	1845	Joseph G. Norwood, M. D., LL. D., dean	8	4	40	19	5
38	Kansas City Medical College	Kansas City, Mo.	1869	1869	Simcon S. Todd, M. D.	16	1	42	0	12
39	Medical department of the University of Kansas City	Kansas City, Mo.	1881	1881	Henry F. Hersford, M. D.	20	3	25	7	10
40	St. Joseph Hospital Medical College	St. Joseph, Mo	1878	1877	Charles F. Knight, M. D.	10		32		7
41	Missouri Medical College	St. Louis, Mo, (23d street and Christy avenue)	1840	1840	T. F. Prewitt, M. D.	12	2	250		119
42	St. Louis Medical College	St. Louis, Mo	1841	1842	John T. Hodgen, M. D., dean	9	12	151		43
43	Omaha Medical College	Omaha, Neb	1881	1881	Robert R. Livingston, M. D.	(13)		414		29
44	New Hampshire Medical Institution (Dartmouth College)	Hanover, N. H	1769	1796	Rev. Samuel C. Bartlett, D. D., LL. D., president; Carlton P. Frost, M. D., dean	1	12	94	7	
45	Albany Medical College (Union University)	Albany, N. Y	1839	1838	Thomas Hun, M. D., dean	12	3	178		58
46	Long Island College Hospital	Brooklyn, N. Y	1858	1860	Samuel G. Armour, M. D., LL. D., dean	(22)		175		51
47	Medical department, University of Buffalo	Buffalo, N. Y	1846	1847	Charles Cary, M. D., dean	6	3	175	10	48
48	Bellvue Hospital Medical College	New York, N. Y	1861	1861	Isaac E. Taylor, M. D.	29	1	370		118
49	College of Physicians and Surgeons (Columbia College)	New York, N. Y	1807	1807	Alonzo Clark, M. D., LL. D.	53	0	547	187	
50	Medical department, University of the City of New York	New York, N. Y	1841	1841	Charles Inslee Pardee, M. D., dean	31		623	121	200
51	Woman's Medical College of the New York Infirmary	New York, N. Y. (128 Second avenue)	1864	1868	Emily Blackwell, M. D., dean	0	19	46	3	8

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> This institution does not confer degrees.

<sup>b</sup> This medical college is inaugurated under the auspices of a union with St. Paul Medical College; in April, 1880, the St. Paul Medical School became the department of medicine in Hamline University, but ceased to exist as such during the year 1881.

<sup>c</sup> Founded in 1845; reorganized in 1873.

<sup>d</sup> These are matriculates in the Nebraska School of Medicine, a preparatory medical school, which has since become Omaha Medical College.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy, for 1881, &amp;c.—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.
1	2	3	4	5	6	7	8	9	10	
52	College of Medicine of Syracuse University	Syracuse, N. Y.	1875	1872	Frederick Hyde, M. D., dean	15	1	52	2	20
53	Medical School (University of North Carolina)*	Chapel Hill, N. C.	.....	.....	Kemp P. Battle, LL. D., president of university.	3	0	9	1	9
54	Medical department of Shaw University	Raleigh, N. C.	.....	1881	Rev. H. M. Tupper, A. M., president of university.	.....	.....	68	.....	.....
55	Cincinnati College of Medicine and Surgery	Cincinnati, Ohio	1851	1875	D. D. Brumble, M. D., dean	9	0	89	.....	30
56	Medical College of Ohio	Cincinnati, Ohio	1819	1847	W. W. Seely, M. A., M. D., dean	11	0	337	.....	103
57	Miami Medical College	Cincinnati, Ohio	1852	1852	John A. Murphy, M. D., dean	20	.....	126	.....	34
58	Medical department of Western Reserve University	Cleveland, Ohio	(b)	(b)	W. J. Scott, A. M., M. D., dean	17	.....	228	.....	91
59	Columbus Medical College	Columbus, Ohio	1875	1875	D. N. Kinsman, M. D., dean	5	6	146	3	61
60	Starling Medical College	Columbus, Ohio	1847	1847	Henry G. Landis, M. D., registrar	13	3	99	.....	36
61	Medical department, Willamette University	Portland, Oreg.	1833	1866	E. P. Fraser, M. D., dean	11	0	30	.....	13
62	Jefferson Medical College*	Philadelphia, Pa.	1826	1825	Elleslie Wallace, M. D., dean	29	0	603	.....	196
63	Medical department, University of Pennsylvania	Philadelphia, Pa.	1749	1765	William Pepper, M. D., LL. D., provost	0	43	375	97	115
64	Medico-Chirurgical College of Philadelphia	Philadelphia, Pa.	1867	1881	George P. Oliver, A. M., M. D.	21	1	31	8	0
65	Woman's Medical College of Pennsylvania*	Philadelphia, Pa.	1850	1850	Rachael L. Rodley, M. D., dean	.....	(20)	683	9	13
66	Medical College of the State of South Carolina	Charleston, S. C.	1822	1872	J. Ford Prichard, M. D., dean	9	0	77	.....	30
67	Medical department of the University of Nashville*	Nashville, Tenn.	1850	1850	William T. Briggs, M. D., dean	.....	(14)	101	.....	50
68	Medical department of Vanderbilt University	Nashville, Tenn.	1873	1874	Thomas Meneses, M. D., dean	19	.....	308	.....	120
69	McHerry Medical Department of Central Tennessee College	Nashville, Tenn.	1866	1876	G. W. Hubbard, M. D., dean	8	.....	35	2	3
70	Nashville Medical College (University of Tennessee)	Nashville, Tenn.	1876	1877	Duncan Eve, M. D., dean	15	.....	146	12	55

\* Reseet.



71	Medical department, University of Vermont...	Burlington, Vt.	1854	1854	1854	8	12	171	20	50
72	Medical College of Virginia*	Richmond, Va.	1-53	1-53	1853	8	10	50	10	20
73	Medical department, University of Virginia	University of Virginia, Va.	819	819	1825	5	58	58	13	13
74	Medical department, Georgetown University...	Washington, D. C. (Tenhand E streets).	1815	1815	1815	14	0	26	10	6
75	Medical department of Howard University...	Washington, D. C.	1867	1867	1867	10	81	81	12	12
76	National Medical College (Columbian University)	Washington, D. C.	1821	1821	1822	15	0	56	11	4
2.—Eclectic.										
77	California Medical College (Eclectic)	Oakland, Cal.	1878	1878	1879	10	0	30	11	11
78	Georgia Eclectic Medical College	Atlanta, Ga.	1877	1877	1877	6	1	37	3	15
79	Bennett College of Eclectic Medicine and Surgery.	Chicago, Ill. (511 and 513 State street).	1869	1869	1868	13	123	17	52	52
80	Indiana Eclectic Medical College	Indianapolis, Ind.	1880	1880	1880	5	5	26	12	12
81	American Medical College	St. Louis, Mo.	1873	1873	1873	7	0	215	22	22
82	Eclectic Medical College of the City of New York.	New York, N. Y. (19 East Thirty-second street).	1865	1865	1866	11	0	50	32	32
83	United States Medical College	New York, N. Y. (114 and 116 East Thirtieth street).	1878	1878	1878	8	6	85	5	31
84	Eclectic Medical Institute.	Cincinnati, Ohio.	1845	1845	1843	8	0	316	113	113
3.—Homoeopathic.										
85	Chicago Homoeopathic College*	Chicago, Ill. (200 Michigan avenue).	1876	1876	1876	18	85	10	20	20
86	Hahnemann Medical College and Hospital	Chicago, Ill. (2811 and 2813 Cottage Grove avenue).	1855	1855	1859	12	0	2262	40	101
87	Homoeopathic medical department, State University of Iowa.	Iowa City, Iowa.	1877	1877	1877	2	7	60	5	17
88	Boston University School of Medicine.	Boston, Mass. (East Concord st.)	1869	1869	1873	15	15	109	8	29
89	Homoeopathic Medical College (University of Michigan).	Ann Arbor, Mich.	1874	1874	1875	7	71	71	23	23
90	St. Louis College of Homoeopathic Physicians and Surgeons.	St. Louis, Mo.	1880	1880	1880	11	0	32	1	16
91	College of Physicians and Surgeons	Buffalo, N. Y.	1879	1879	1879	10	64	64	6	6
92	New York Homoeopathic Medical College	New York, N. Y. (corner Twenty-third street and Third avenue).	1859	1859	1859	22	153	153	54	54
93	New York Medical College and Hospital for Women.	New York, N. Y. (213 West Fifty-fourth street).	1863	1863	1863	14	31	31	5	5
94	Pulte Medical College	Cincinnati, Ohio (cor. Seventh and Mound streets).	1872	1872	1872	8	2	78	41	41
95	Homoeopathic Hospital College	Cleveland, Ohio.	1849	1849	1849	11	1	131	6	47
96	Hahnemann Medical College of Philadelphia...	Philadelphia, Pa. (405 Filbert street).	1848	1848	1848	13	0	199	15	83

\* From Report of the Commissioner of Education for 1880. b Formed in 1881 by the union of Cleveland Medical Col- c There were 60 matriculates for the spring term.

a In preliminary medical course during session of 1880-81. b Formed in 1881 by the union of Cleveland Medical Col- c There were 60 matriculates for the spring term.

181. In preliminary medical course during session of 1880-81. b Formed in 1881 by the union of Cleveland Medical Col- c There were 60 matriculates for the spring term.

181. In preliminary medical course during session of 1880-81. b Formed in 1881 by the union of Cleveland Medical Col- c There were 60 matriculates for the spring term.

181. In preliminary medical course during session of 1880-81. b Formed in 1881 by the union of Cleveland Medical Col- c There were 60 matriculates for the spring term.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for 1881, &c.—Continued.*

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.			
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1881.	
	1	2	3	4	5	6	7	8	9	10	
II.—DENTAL.											
97	Cogswell Dental College (University of California).	San Francisco, Cal.	1879	1881	W. T. Reed, A. M.						
98	Indiana Dental College	Indianapolis, Ind. (46 East Ohio street).	1879	1879	William L. Heiskell (president board of trustees).	7	4	28		10	
99	Baltimore College of Dental Surgery	Baltimore, Md.	1839	1840	Ferdinand J. S. Gorgas, A. M., M. D., D. S., dean.	11	0	93	25	53	
100	Boston Dental College.	Boston, Mass.	1868	1868	John A. Follett, A. M., M. D., dean.	16	0	44	0	18	
101	Dental department of the College of Physicians and Surgeons of Boston.	Boston, Mass.		1881							
102	Dental School of Harvard University	Boston, Mass.		1868	Thomas H. Chandler, D. M. D., dean.	17	2	20	0	5	
103	Dental College of the University of Michigan*	Ann Arbor, Mich.	1874	1874	Jonathan Taft, D. D. S., dean.	(10)		86		34	
104	Kansas City Dental College	Kansas City, Mo.	1881	1881	John K. Stark, dean.	16	7	3			
105	Missouri Dental College	St. Louis, Mo.	1866	1866	Henry H. Muld, M. D., dean.	10		13		1	
106	Western College of Dental Surgeons.	St. Louis, Mo. (Tenth street, cor. of Carr).	1877	1877	C. W. Spalding, D. D. S., M. D., dean.	7		6			
107	New York College of Dentistry	New York, N. Y. (245 East Twenty-third street).	1865	1866	Frank Abbott, M. D., dean.	21	0	112	4	29	
108	Ohio College of Dental Surgery*	Cincinnati, Ohio	1844	1845	Henry A. Smith, D. D. S., dean.	8	0	81			
109	Department of dentistry, University of Pennsylvania.	Philadelphia, Pa.		1878	William Pepper, M. D., ex officio, president.	▲ (28)		110		47	
110	Pennsylvania College of Dental Surgery.	Philadelphia, Pa.	1864	1865	C. N. Petree, M. D., dean.			645	5	57	
111	Dental department of the University of Tennessee.	Nashville, Tenn.	1878	1878	Rev. Thomas W. Humes, D. D., S. T. D., president of university.	(24)	17	35		21	

	Dental department of Vanderbilt University ...	Nashville, Tenn .....	1874	1879	William H. Morgan, M. D., D. D. S., dean ...	10	0	27	10
112	III.—PHARMACEUTICAL.								
113	California, College of Pharmacy (University of California).	San Francisco, Cal. (southeast cor. Clay and Kearny streets).	1872	1872	Emlen Painter, dean .....	4	.....	47	15
114	Chicago College of Pharmacy .....	Chicago, Ill. (79 Dearborn st.) ..	1859	1860	N. Gray Bartlett .....	5	.....	116	21
115	Louisville College of Pharmacy .....	Louisville, Ky .....	1873	1871	Vincent Davis .....	3	.....	40	8
116	Maryland College of Pharmacy* .....	Baltimore, Md .....	1841	1841	Joseph Roberts .....	4	0	68	20
117	Massachusetts College of Pharmacy .....	Boston, Mass .....	1867	1867	Bennett F. Davenport, A. M., M. D. ....	4	0	101	15
118	School of Pharmacy of the University of Michigan.*	Ann Arbor, Mich .....	1852	1868	Albert B. Prescott, M. D., dean .....	(12)	.....	88	24
119	St. Louis College of Pharmacy .....	St. Louis, Mo .....	1866	1865	James M. Good, Ph. G., dean .....	4	.....	87	27
120	Albany College of Pharmacy (Union University)	Albany, N. Y .....	1881	1881	Jacob S. Mosher, M. D., Ph. D. ....	3	.....	21	.....
121	College of Pharmacy of the City of New York.	New York, N. Y. (209 and 211 East Twenty-third street).	1831	1829	Ewen McIntyre, Ph. G .....	7	0	335	65
122	Cincinnati College of Pharmacy .....	Cincinnati, Ohio (corner Fifth and John streets).	1850	1871	H. F. Reum .....	3	0	95	23
123	Philadelphia College of Pharmacy .....	Philadelphia, Pa .....	1822	1821	John M. Maisch, PHAR. D., dean .....	3	0	350	140
124	Pittsburgh College of Pharmacy .....	Pittsburgh, Pa .....	1878	1878	George A. Kelly .....	3	0	20	5
125	Department of pharmacy of Vanderbilt University.	Nashville, Tenn .....	.....	1879	N. T. Lupton, M. D., LL. D., dean .....	5	0	20	8
126	National College of Pharmacy* .....	Washington, D. C .....	1872	1872	James D. O'Donnell (president of board of trustees).	5	0	28	6

\* From Report of the Commissioner of Education for 1880.

a New charter obtained in 1881.

b For the spring term only.

c These figures are for the year 1880.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1881, &amp;c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of —			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
<b>I.—MEDICAL AND SURGICAL.</b>													
<b>1.—Regular.</b>													
1 Medical College of Alabama.....	2	20	500	.....	.....	\$5	\$25	\$75	\$120,000	.....	\$0	\$4,000	March 28.
2 Medical department of Arkansas Industrial University.....	3	20	.....	.....	.....	5	25	50	15,000	.....	.....	.....	March.
3 Medical College of the Pacific (University College).....	3	220	0	0	0	5	40	130	\$1,500	\$0	0	6,985	November.
4 Medical department, University of California.....	3	22	.....	.....	.....	5	40	130	30,000	.....	.....	5,000	November 1.
5 Woman's Medical College of the Pacific Coast.....	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6 Denver Medical College (University of Denver).....	3	26	.....	.....	.....	5	30	75	.....	.....	.....	1,100	April 24.
7 Medical department of Yale College.....	3	34	.....	.....	.....	5	30	200	.....	29,102	\$4,251	3,855	June 28.
8 Atlanta Medical College.....	3	23	.....	.....	.....	5	30	75	50,000	.....	.....	.....	February 27.
9 Southern Medical College.....	2	20	500	1,000	.....	5	30	75	15,000	.....	.....	5,000	March 1.
10 Medical College of Georgia (University of Georgia).....	2	16	5,000	.....	.....	5	30	75	50,000	.....	.....	4,707	March 1.
11 Chicago Medical College (Northwestern University).....	3	30	.....	.....	.....	5	30	75	\$50,000	0	0	9,902	March 23.
12 College of Physicians and Surgeons of Chicago.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13 Rush Medical College*.....	3	33	.....	.....	.....	5	\$30	75	69,000	.....	.....	48,000	March 1.
14 Woman's Medical College of Chicago.....	3	33	.....	.....	.....	5	\$20	50	17,000	.....	.....	\$3,560	February 27.
15 Medical College of Evansville.....	3	20	.....	.....	.....	5	25	60	1,000	.....	.....	1,694	March 1.
16 Fort Wayne College of Medicine.....	3	22	0	0	0	5	25	60	.....	0	0	.....	.....



[illegible]

*o* Obligatory: also 14 optional.

*p* This medical college is inaugurated under the auspices of a union with St. Paul Medical College; in April, 1880, the St. Paul Medical School became the department of medicine in Hamline University, but ceased to exist as such during the year 1881.

279 1879

2 In 1879.  
2 In 1878.

7. This institution does not confer degrees.

7 Also a spring session of ten weeks

Also a spring session of ten weeks.

*n* Reported with classical department (Table LX).

n Matriculation fee \$10 and annual tax \$20 to residents of Michigan; to others matriculation fee and an-

of Michigan; to o  
 eral 407, 000, 000

\* From Report of the Commissioner of Education for 1880

\* From Report of the C  
 a Including museum

a Including museum.  
b Compulsory. 15 more optional

*b* Compulsory; 15 months. *c* Value of annuities.

*c* Value of apparatus.  
*d* Includes receipts from other sources.

*d* Includes receipts from other sources  
e Value of buildings and contents

## The Value of Building & Transition for

[illegible]

*g* Value of apparatus

ported for 1879.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1881, &amp;c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
44 New Hampshire Medical Institution (Dartmouth College).	3	216	1,800	.....	0	\$5	\$25	\$77,640	\$40,000	\$0	\$0	\$6,645	June 29.
45 Albany Medical College (Union University).	3	20	3,500	.....	.....	5	25	100	40,000	.....	.....	12,000	March 1.
46 Long Island College Hospital.	3	22	.....	.....	.....	5	25	100	.....	.....	.....	.....	March 7.
47 Medical department, University of Buffalo.	3	20	.....	.....	.....	5	25	100	30,000	0	.....	.....	March.
48 Bellevue Hospital Medical College.	3	24	0	0	0	5	30	140	.....	0	0	.....	May 16.
49 College of Physicians and Surgeons (Columbia College).	3	30	21,200	.....	.....	5	30	140	2155,000	0	0	211,900	March.
50 Medical department, University of the City of New York.	3	36	.....	.....	.....	5	30	140	2141,470	.....	.....	.....	March.
51 Woman's Medical College of the New York Infirmary.	3	32	50	75	.....	5	30	115	22,500	.....	.....	3,515	May 31.
52 College of Medicine of Syracuse University.	3	36	.....	.....	.....	.....	5	100	20,000	.....	.....	3,500	June 8.
53 Medical School (University of North Carolina).	2	40	400	100	.....	0	0	80	.....	.....	.....	.....	June 2.
54 Medical department of Shaw University.	.....	22	.....	.....	.....	5	20	60	.....	.....	.....	.....	March 2.
55 Cincinnati College of Medicine and Surgery.	3	20	.....	.....	.....	5	25	75	.....	.....	.....	.....	March.
56 Medical College of Ohio.	3	20	.....	.....	.....	5	25	75	.....	.....	.....	.....	March 9.
57 Miami Medical College.	3	20	.....	.....	.....	5	25	75	.....	.....	.....	9,065	March 9.
58 Medical department of Western Reserve University.	3	26	.....	.....	.....	5	30	50	.....	.....	.....	.....	March 15.
59 Columbus Medical College.	3	24	0	0	0	5	25	30	21,000	0	0	5,000	February 24.
60 Starling Medical College.	3	24	2,000	1,000	.....	5	25	40	100,000	.....	.....	.....	February 23.

61	Medical department, Willamette University.	3	20	150	25	13	5	30	130	4,000	0	.....	3,300	March 12.
62	Jefferson Medical College*.	3	21	.....	.....	.....	5	30	150	.....	.....	.....	.....	March 15 and June 15.
63	Medical department, University of Pennsylvania.	3	22	4,730	3,700	200	5	30	g150	300,000	50,000	3,000	50,199	March 14.
64	Medico-Chirurgical College of Philadelphia.	3	42	207	504	207	5	30	140	e7,000	0	0	4,495	March 17.
65	Woman's Medical College of Pennsylvania.	3	22	500	.....	.....	5	30	105	.....	.....	.....	.....	March 1.
66	Medical College of the State of South Carolina.	42	20	.....	.....	.....	5	30	75	40,000	0	0	4,000	February 24.
67	Medical department of the University of Nashville.*	3	20	.....	.....	.....	5	30	50	\$40,000	.....	.....	.....	February 24.
68	Medical department of Vanderbilt University.	2	20	.....	.....	.....	5	30	50	100,000	.....	.....	.....	March 1.
69	McHerry Medical Department of Central Tennessee College.	3	20	100	.....	.....	.....	10	30	12,000	2,500	.....	.....	February 23.
70	Nashville Medical College (University of Tennessee).	2,3	24	.....	.....	.....	5	10	75	30,000	.....	.....	12,000	June 28.
71	Medical department, University of Vermont.	3	16	(j)	.....	.....	5	25	70	12,000	0	0	8,000	June 15.
72	Medical College of Virginia*.	3	40	2,500	1,000	.....	5	30	120	60,000	.....	6,000	4,000	June 29.
73	Medical department, University of Virginia.	36	36	(j)	.....	.....	60	0	110	.....	.....	.....	.....	May.
74	Medical department, Georgetown University.	4	32	20	50	1	5	30	100	1,000	0	.....	3,033	March 7.
75	Medical department of Howard University.	3	21	.....	.....	.....	10	30	0	(j)	2,200	154	1,351	March 16.
76	National Medical College (Columbian University).	3	28	.....	.....	.....	5	30	60,100,45	e2,000	0	0	.....	.....
2.—Eclectic.														
77	California Medical College (Eclectic) . . .	3	26	.....	.....	.....	5	30	120	20,000	.....	.....	3,500	May 1.
78	Georgia Eclectic Medical College. . .	2-4	22	10	.....	.....	5	25	60	7,500	.....	.....	.....	March 29.
79	Bennett College of Eclectic Medicine and Surgery.	3	26	200	150	25	5	25	50	65,000	.....	.....	6,300	February 10.
80	Indiana Eclectic Medical College. . .	2	20	.....	.....	.....	5	25	40	.....	.....	.....	.....	June 8.
81	American Medical College. . .	3	40	.....	.....	.....	50	25	(k)	.....	.....	.....	7,000	March.
82	Eclectic Medical College of the City of New York.*	3	20	2,000	3,000	.....	5	30	50	58,000	0	0	.....	March 8.
83	United States Medical College. . .	3	24	6	.....	.....	5	30	75	.....	.....	112,311	2,960	June 6.
84	Eclectic Medical Institute. . .	3	40	.....	.....	.....	5	25	m150	80,000	0	0	20,000	June 6.

\* From Report of the Commissioner of Education for 1880.  
a Also an optional recitation term of 26 weeks.  
b For recitation term.  
c In 1880.  
d Revenue paid into the college treasury for session ending March, 1880.  
e Value of apparatus.  
f Compulsory; 14 voluntary.  
g For the first and second years; for the third, \$110.  
h At college; one year beyond.  
i In 1873.  
j Reported with classical department (Table IX).  
k Included in matriculation.  
l Income other than fees.  
m For full course.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1881, &amp;c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
<b>3.—Homoeopathic.</b>													
85 Chicago Homoeopathic College*.....	3	22	.....	.....	.....	\$5	\$25	\$50	.....	.....	.....	\$5,500	March 2.
86 Hahnemann Medical College and Hospital.	2, 3	22	.....	.....	.....	5	25	55	\$65,000	\$0	\$0	12,000	February 23.
87 Homoeopathic medical department, State University of Iowa.	3	22	320	500	.....	5	25	20	.....	(b)	(b)	1,000	March 1.
88 Boston University School of Medicine.	3	32	1,800	500	.....	5	30	125	110,000	.....	.....	.....	June 1.
89 Homoeopathic Medical College (University of Michigan).	3	36	.....	.....	.....	(c)	10	(c)	14,000	.....	.....	.....	June 23.
90 St. Louis College of Homoeopathic Physicians and Surgeons.	3	20	.....	.....	.....	5	25	50	.....	.....	.....	1,900	March 2.
91 College of Physicians and Surgeons.	.....	.....	.....	.....	.....	5	25	50	.....	.....	.....	2,916	March 5.
92 New York Homoeopathic Medical College.	3	21	.....	.....	.....	5	30	125	.....	.....	.....	.....	.....
93 New York Medical College and Hospital for Women.	3	20	75	25	5	5	10	60	.....	.....	.....	2,100	March 27.
94 Puget Sound Medical College.	3	23	.....	.....	.....	5	30	70	25,000	.....	.....	.....	March 1.
95 Homoeopathic Hospital College.	3	22	.....	.....	.....	5	30	60	.....	.....	.....	.....	March 8.
96 Hahnemann Medical College of Philadelphia.	3	22	2,000	1,000	.....	5	30	100	30,000	.....	.....	13,808	March 14.
<b>II.—DENTAL.</b>													
97 Cogswell Dental College (University of California).	.....	.....	.....	.....	.....	.....	.....	.....	\$25,000	.....	.....	.....	.....
98 Indiana Dental College.	1	20-21	.....	.....	.....	5	25	90	\$1,500	.....	.....	3,000	February 28.
99 Baltimore College of Dental Surgery.	2	22	(1,000)	.....	.....	5	30	100	\$5,000	.....	.....	10,000	March 9.





TABLE XIII.—*Memoranda.*

Name.	Location.	Remarks.
College of Medicine, Southern University ....	Greensboro', Ala..	Suspended.
Savannah Medical College .....	Savannah, Ga. ....	No information received.
New Orleans Dental College .....	New Orleans, La..	Closed.
Class in pharmacy of the medical department of the University of Louisiana.	New Orleans, La..	No information received.
Kansas City College of Physicians and Sur- geons.	Kansas City, Mo..	Name changed to Kansas City Medical College.
Cleveland Medical College (Western Reserve College).	Cleveland, Ohio ...	Has united with the medical de- partment of Wooster University under the name of the Medical Department of Western Reserve University.
Philadelphia Dental College .....	Philadelphia, Pa..	No information received.
Texas Medical College and Hospital.....	Galveston, Tex ...	Lectures discontinued.

TABLE XIV.—Summary of examinations for admission to the United States Military and Naval Academies for the year 1881.

States and Territories.	MILITARY ACADEMY.											NAVAL ACADEMY.										
	Number of candidates.	Number accepted.	Number rejected.									Number of candidates.	Number accepted.	Number rejected.								
			On what account.											On what account.								
			Total.	Physical disability.	For deficiency in —									Total.	Physical disability.	For deficiency in —						
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.	Reading.					Writing and orthography.	Arithmetic.	Geography.	Grammar.	History, &c.		
Alabama.....	5	4	1	0	0	0	1	0	0	0	1	1	...	...	...	...	...	...	...	...	...	...
Arkansas.....	0	0	0	0	0	0	0	0	0	0	1	1	...	...	...	...	...	...	...	...	...	...
California.....	1	1	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
Colorado.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
Connecticut.....	1	1	0	0	0	0	0	0	0	0	1	0	1	...	1	1	1	1	1	1	...	...
Delaware.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
Florida.....	1	1	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
Georgia.....	6	3	3	0	1	1	2	0	0	0	8	3	5	3	2	2	2	2	2	2	...	...
Illinois.....	5	3	2	0	0	0	2	0	0	0	5	3	2	2	...	...	...	...	...	...	...	...
Indiana.....	10	7	3	0	0	0	2	2	1	3	5	3	3	2	1	1	1	1	1	1	...	...
Iowa.....	6	3	3	0	0	0	1	0	3	0	7	2	5	5	...	...	...	...	...	...	...	...
Kansas.....	2	2	0	0	0	0	0	0	0	0	1	1	...	1	...	...	...	...	...	...	...	
Kentucky.....	1	3	0	0	0	1	3	1	2	2	2	0	2	1	1	1	1	1	1	1	...	...
Louisiana.....	2	1	1	0	0	0	1	0	1	0	1	0	1	...	1	1	1	1	1	1	...	...
Maine.....	1	1	0	0	0	0	0	0	0	0	1	0	1	1	...	...	...	...	...	...	...	...
Maryland.....	4	2	2	0	0	0	1	1	2	1	1	1	...	...	...	...	...	...	...	...	...	...
Massachusetts.....	3	2	1	0	0	0	0	0	1	0	1	0	1	...	...	1	1	1	1	1	...	...
Michigan.....	5	4	1	0	0	1	0	0	0	0	4	3	1	...	...	1	1	...	...	...	...	...
Minnesota.....	1	1	0	0	0	0	0	0	0	0	1	1	...	...	...	1	1	1	1	1	...	...
Mississippi.....	2	1	1	1	0	0	0	0	0	0	1	1	...	...	...	...	...	...	...	...	...	...
Missouri.....	6	1	5	0	0	2	3	1	1	1	4	3	1	1	...	...	...	...	...	...	...	...
Nebraska.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
Nevada.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
New Hampshire.....	1	1	0	0	0	0	0	0	0	0	1	1	...	...	...	...	...	...	...	...	...	...
New Jersey.....	4	4	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
New York.....	18	10	8	2	0	1	6	2	1	0	13	5	8	3	...	5	5	5	3	...	...	...
North Carolina.....	2	1	1	0	0	0	1	0	1	1	1	1	...	...	...	...	...	...	...	...	...	...
Ohio.....	9	6	3	0	0	2	3	1	2	1	2	2	...	...	...	...	...	...	...	...	...	...
Oregon.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
Pennsylvania.....	12	5	7	0	0	4	4	0	4	1	13	5	7	5	...	2	2	2	1	1	...	...
Rhode Island.....	3	1	2	0	0	2	2	0	1	0	...	...	...	...	...	...	...	...	...	...	...	...
South Carolina.....	0	0	0	0	0	0	0	0	0	0	2	1	1	...	1	1	...	1	...	...	...	
Tennessee.....	6	4	2	0	0	1	2	1	1	1	3	2	1	1	...	...	...	...	...	...	...	...
Texas.....	5	0	5	0	0	1	4	0	2	1	...	...	...	...	...	...	...	...	...	...	...	...
Vermont.....	0	0	0	0	0	0	0	0	0	0	1	...	1	1	...	...	...	...	...	...	...	...
Virginia.....	6	1	5	0	0	3	3	1	4	1	1	...	1	1	...	1	1	1	1	...	...	...
West Virginia.....	1	0	1	0	0	1	1	0	1	1	1	...	1	1	1	...	...	...	...	...	...	...
Wisconsin.....	5	5	0	0	0	0	0	0	0	0	2	...	2	1	...	1	1	...	...	...	...	...
Arizona.....	0	0	0	0	0	0	0	0	0	0	1	...	1	...	...	1	1	1	1	...	...	...
Dakota.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
District of Columbia.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
Idaho.....	1	1	0	0	0	0	0	0	0	0	1	1	...	...	...	...	...	...	...	...	...	...
Montana.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
New Mexico.....	1	1	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
Utah.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
Washington.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
Wyoming.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
Foreign.....	0	0	0	0	0	0	0	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...
At large.....	9	6	3	1	0	1	1	0	1	0	...	...	...	...	...	...	...	...	...	...	...	...
Total.....	148	85	63	4	1	23	43	9	31	11	86	39	46	22	...	22	24	22	19	...	1	...

a Not examined in this branch.

TABLE XV.—PART 1.—Degrees conferred in 1881 by universities, colleges, scientific

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agriculture; Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1	2	3	4	5	6	7	8
1 Agricultural and Mechanical College, Auburn, Ala.....	15			5			
2 Southern University, Greensboro', Ala.....	4			1		2	
3 Howard College, Marion, Ala.....	8	1		5			
4 University of Alabama, Tuscaloosa, Ala.....	39	8		10		16	5
5 Cane Hill College, Boonsboro', Ark.....	5			5			
6 Arkansas Industrial University, Fayetteville, Ark.....	e10	c1					
7 College of St. Augustine, Benicia, Cal.....	e3	c1					
8 University of California, Berkeley, Cal.....	53			4			
9 Pierce Christian College, College City, Cal.....	2						
10 St. Ignatius College, San Francisco, Cal.....	14			6		1	
11 St. Mary's College, San Francisco, Cal.....	14			6		3	
12 Santa Clara College, Santa Clara, Cal.....	5						
13 University of the Pacific, Santa Clara, Cal.....	17			7			
14 Pacific Methodist College, Santa Rosa, Cal.....	6			3			
15 Hesperian College, Woodland, Cal.....	6			2		1	
16 University of Colorado, Boulder, Colo.....	e6	1					
17 Trinity College, Hartford, Conn.....	27	2		17		10	2
18 Wesleyan University, Middletown, Conn.....	48	6		27		17	2
19 Yale College, New Haven, Conn.....	240	13		129		4	8
20 Delaware College, Newark, Del.....	8			4			
21 University of Georgia, Athens, Ga.....	50	2		17		1	1
22 Atlanta University, Atlanta, Ga.....	4			3			
23 Mercer University, Macon, Ga.....	25	8		25		1	7
24 Pio Nono College, Macon, Ga.....	3			1		2	
25 Emory College, Oxford, Ga.....	12			12			
26 Abingdon College, Abingdon, Ill.....	1	2	j1				2
27 Hedding College, Abingdon, Ill.....	18			3			
28 Illinois Wesleyan University, Bloomington, Ill.....	40	3		6		4	m1
29 St. Viator's College, Bourbonnais Grove, Ill.....	5			3		2	
30 St. Ignatius College, Chicago, Ill.....	2			2			
31 University of Chicago, Chicago, Ill.....	52	4		12		7	1
32 Emreka College, Eureka, Ill.....	e6						
33 Northwestern University, Evanston, Ill.....	112	2	1	21		9	
34 Ewing College, Ewing, Ill.....	2			1			
35 Knox College, Galesburg, Ill.....	23	0		8		2	
36 Lombard University, Galesburg, Ill.....	5			2		1	
37 Illinois College, Jacksonville, Ill.....	16	3		7	1	1	
38 Lake Forest University, Lake Forest, Ill.....	8	3	j3	4			
39 McKendree College, Lebanon, Ill.....	39	4	j2	6		5	2
40 Lincoln University, Lincoln, Ill.....	12					5	
41 Monmouth College, Monmouth, Ill.....	48	3		15		30	1
42 Northwestern College, Naperville, Ill.....	8		p2	1			
43 Chaddock College, Quincy, Ill.....	4	1				2	
44 Augustana College, Rock Island, Ill.....	6			6			
45 Shurtleff College, Upper Alton, Ill.....	12	1		9			
46 Illinois Industrial University, Urbana, Ill.....	q46		r17	2			
47 Westfield College, Westfield, Ill.....	6			2			
48 Wheaton College, Wheaton, Ill.....	7		e2	4			
49 Indiana University, Bloomington, Ind.....	27	1	8	15			
50 Wabash College, Crawfordsville, Ind.....	17	7		13			4

a With the degree of B. E. (bachelor of engineering).

b "Bachelor of scientific agriculture."

c These are degrees in medical department only; no report of those conferred in collegiate department.

d Includes 1 honorary degree of M. D.

e Degrees not specified.

f 15 of these are in science and 3 in letters.

g Includes 6 "master of law."

h 1 "bachelor of chemical science."

i Honorary degree of "master of agriculture."





TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.				
		All degrees.						
		In course.	Honorary.	In course, L. B.	A. B.		A. M.	
					In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8	
51	Franklin College, Franklin, Ind	6	0	3			3	
52	Indiana Ashbury University, Greencastle, Ind	63	6	33				1
53	Hanover College, Hanover, Ind	15	9	11				6
54	Hartsville University, Hartsville, Ind	3					1	
55	Butler University, Irvington, Ind	87		1			2	
56	Purdue University, La Fayette, Ind	8	0					
57	Union Christian College, Merom, Ind	8	1	3			2	
58	Moore's Hill College, Moore's Hill, Ind	4	2	1				2
59	University of Notre Dame, Notre Dame, Ind	46	2	1			3	
60	Earlham College, Richmond, Ind	4	1	3				1
61	Iowa State Agricultural College, Ames, Iowa	22						
62	Amity College, College Springs, Iowa	4						
63	Griswold College, Davenport, Iowa	2	4	1				1
64	Norwegian Luther College, Decorah, Iowa	18	0	18				
65	Parsons College, Fairfield, Iowa	6	1	5				
66	Upper Iowa University, Fayette, Iowa	9	2	4				1
67	Iowa College, Grinnell, Iowa	36	2	16			6	
68	Simpson Centenary College, Indianola, Iowa	12	0	2			4	
69	State University of Iowa, Iowa City, Iowa	172		18				
70	Iowa Wesleyan University, Mt. Pleasant, Iowa	19	4	6			3	2
71	Cornell College, Mt. Vernon, Iowa	18	3	4			3	1
72	Oskaloosa College, Oskaloosa, Iowa	10		4				
73	Penn College, Oskaloosa, Iowa	4		4				
74	Central University of Iowa, Pella, Iowa	14	5	2			10	1
75	St. Benedict's College, Atchison, Kans	3						
76	Baker University, Baldwin City, Kans	6	1	1			2	
77	Highland University, Highland, Kans	4	0	4				
78	University of Kansas, Lawrence, Kans	19	0	13				
79	Lane University, Leocompton, Kans	4						
80	Kansas State Agricultural College, Manhattan, Kans	12	0					
81	St. Joseph's College, Bardstown, Ky	3		3				
82	Berea College, Berea, Ky	3	0	2				
83	Centre College, Danville, Ky	24	2	17			7	1
84	Eminence College, Eminence, Ky	7					2	
85	Kentucky Military Institute, Farmdale, Ky	15	2	6	1			
86	Georgetown College, Georgetown, Ky	2					2	
87	Kentucky Wesleyan College, Millersburg, Ky	9	0	2			5	
88	Central University, Richmond, Ky	39	7	4				3
89	St. Mary's College, St. Mary's, Ky	8	0					
90	Jefferson College (St. Mary's), Convent, St. James Parish, La	3	0				3	
91	Centenary College of Louisiana, Jackson, La	3	0	3				
92	College of the Immaculate Conception, New Orleans, La	4		4				
93	Straight University, New Orleans, La	10						
94	University of Louisiana, New Orleans, La	59						
95	Bowdoin College, Brunswick, Me	84	4	41			7	2
96	Bates College, Lewiston, Me	48	3	37			6	
97	Maine State College of Agriculture and the Mechanic Arts, Orono, Me	25						
98	Colby University, Waterville, Me	39	4	34			5	
99	United States Naval Academy, Annapolis, Md	0	0					
100	Johns Hopkins University, Baltimore, Md	21	0	12				
101	Washington College, Chestertown, Md	6		6				
102	Maryland Agricultural College, College Station, Md	4		4				
103	Rock Hill College, Ellicott City, Md	4	1	3			1	
104	Mount St. Mary's College, Emmitsburg, Md	27	2	12			11	1
105	Frederick College, Frederick, Md	0	0					
106	Western Maryland College, Westminster, Md	16	1	13			3	
107	Amherst College, Amherst, Mass	109	11					6

a Graduates in theology.

b This includes 31 commercial graduates and 1 certificate for telegraphy.

c These are medical certificates.

d "Doctor of veterinary medicine."

e These were degrees conferred on completion of "ladies' course."

conferred; .... indicates none returned.

[illegible]

i "Bachelor of English."

W. B. G. 10000 not specified.



TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1		2	3	4	5	6	7
108	Massachusetts Agricultural College, Amherst, Mass.....	19					
109	Boston College, Boston, Mass.....	21	0		15		6
110	Boston University, Boston, Mass.....	116	0		23		1
111	Massachusetts Institute of Technology, Boston, Mass.....	28	0				
112	Harvard University, Cambridge, Mass.....	286	3		182		7
113	Tufts College, College Hill, Mass.....	24	3		12		
114	Williams College, Williamstown, Mass.....	54	10		43		11
115	College of the Holy Cross, Worcester, Mass.....	21	1		20		1
116	Worcester County Free Institute of Industrial Science, Worcester, Mass.....	22					
117	Adrian College, Adrian, Mich.....	3			2		
118	Albion College, Albion, Mich.....	20			7		
119	University of Michigan, Ann Arbor, Mich.....	431	8	2	54	1	9
120	Battle Creek College, Battle Creek, Mich.....	7			1		
121	Hillsdale College, Hillsdale, Mich.....	42	6		5		7
122	Hope College, Holland, Mich.....	12	2		8		4
123	Kalamazoo College, Kalamazoo, Mich.....	7	0		3		1
124	Michigan State Agricultural College, Lansing, Mich.....	34					
125	Olivet College, Olivet, Mich.....	8	1	5	3		
126	Hamline University, Hamline, Minn.....	1					1
127	Augsburg Seminary, Minneapolis, Minn.....	6			6		
128	University of Minnesota, Minneapolis, Minn.....	28	0	17	10		1
129	Carleton College, Northfield, Minn.....	20	0	1	11		3
130	Agricultural and Mechanical College of Mississippi, Agricultural College, Miss.....	0					
131	Mississippi College, Clinton, Miss.....	7	1		1		2
132	Shaw University, Holly Springs, Miss.....	0	0				
133	University of Mississippi, Oxford, Miss.....	43	0		13		2
134	Christian University, Canton, Mo.....	113		2	2		
135	St. Vincent's College, Cape Girardeau, Mo.....	117	1		2		2
136	University of the State of Missouri, Columbia, Mo.....	81	3	13	6		3
137	Grand River College, Edinburg, Mo.....	6			4		
138	Central College, Fayette, Mo.....	5	1		2		2
139	Lewis College, Glasgow.....	1					
140	Pritchett School Institute, Glasgow, Mo.....	18					
141	Lincoln College, Greenwood, Mo.....	0	0				
142	La Grange College, La Grange, Mo.....	5			4		1
143	William Jewell College, Liberty, Mo.....	5	1		3		2
144	St. Louis University, St. Louis, Mo.....	21			7		5
145	Washington University, St. Louis, Mo.....	39			2		
146	Drury College, Springfield, Mo.....	7		1	5		
147	Stewartsville College, Stewartsville, Mo.....	5	0				
148	Central Wesleyan College, Warrenton, Mo.....	19			2		3
149	Doane College, Crete, Nebr.....	3			1		
150	Dartmouth College, Hanover, N. H.....	127	21		49		19
151	Stevens Institute of Technology, Hoboken, N. J.....	15	1				
152	Rutgers College, New Brunswick, N. J.....	34	32		25		25
153	College of New Jersey, Princeton, N. J.....	142	10		91		42
154	Seton Hall College, South Orange, N. J.....	22	1		13		9
155	St. Bonaventure's College, Allegany, N. Y.....	4			4		
156	St. Stephen's College, Annandale, N. Y.....	10	0		7		3

a Graduates in music.

b 14 "bachelor of sacred theology" and 5 graduates in theology.

c Includes 2 "bachelor of medicine."

d "Doctor of science."

e "Doctor of dental medicine."

f 1 is "master of philosophy."

g 1 of these is an honorary degree.

h "Pharmaceutical chemist."

i "Master of philosophy."

j These were degrees conferred on completion of "ladies' course."

k "Bachelor in literature."

l Includes 4 commercial graduates.

m Biblical graduates.

n Includes 11 commercial diplomas.



1881 by universities, colleges, &amp;c.—Continued.

conferred; .... indicates none returned.

Science.																		Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.		In course, B. C. E. & C. E.														Ph. B.		Ph. D.		In course, Mus. B. Honorary, Mus. Doc.		In course, D. B. Honorary, D. D.		In course, M. D. Honorary, M. D. S.		In course, Ph. G. Honorary, Ph. G.		In course, LL. B. Honorary, LL. D.	
In course.	Honorary.	In course.	Honorary.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.																			
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31									
19																															
7										1		2		a3		b19		c28					108								
28																							109								
1		d1		1	3					1		2				6		60	e5		32	2	110								
				3									3			8		5					111								
22																							112								
7				9							1												113								
5										6													114								
6										15		f2	1					g121	37	h33	145	3	115								
3		10								13		i1	1			3	2						116								
1																							117								
33		1								1		i1						1					118								
																							119								
10																							120								
4		1																					121								
																							122								
																							123								
																							124								
																							125								
																							126								
																							127								
																							128								
																							129								
																							130								
																						1	131								
																							132								
										11											16		133								
																							134								
																							135								
																							136								
																							137								
																							138								
																							139								
																							140								
																							141								
																							142								
																							143								
																							144								
																							145								
																							146								
																							147								
																							148								
																							149								
																							150								
																							151								
																							152								
																							153								
																							154								
																							155								
																							156								

o Number made priests during the year.

p 3 are "bachelor in pedagogics" and 10 "principal of pedagogics."

q 5 are "topographical engineer" and 1 "surveyor."

r Degrees not specified.

s 4 are "engineer of mines" and 2 "mechanical engineer."

t Degree of "architect."

u Graduate from the literary course.

v "Master of accounts."

w "Mistress of music."

z Includes 3 normal certificates.

y "Mechanical engineer."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.	All classes.		Letters.					
	All degrees.		A. B.			A. M.		
	In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.	
1	2	3	4	5	6	7	8	
157 Wells College, Aurora, N. Y.	7	0		6				
158 Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y.	a23	0						
159 St. John's College, Brooklyn, N. Y.	3			3				
160 Canisius College, Buffalo, N. Y.	b16							
161 St. Lawrence University, Canton, N. Y.	9	3		2		1	2	
162 Hamilton College, Clinton, N. Y.	43	11		30	d2	7	2	
163 Elmira Female College, Elmira, N. Y.	b10							
164 St. John's College, Fordham, N. Y.	8	1		6		2		
165 Madison University, Hamilton, N. Y.	35	4		13		9	1	
166 Cornell University, Ithaca, N. Y.	95	0	e8	23				
167 College of St. Francis Xavier, New York, N. Y.	27	6		20		7	6	
168 College of the City of New York, N. Y.	47	4		27			4	
169 Columbia College, New York, N. Y.	348	0		48		2		
170 Cooper Union Free Night Schools of Science and Art, New York, N. Y.	g8							
171 Manhattan College, New York, N. Y.	36	4		14		22		
172 Rutgers Female College, New York, N. Y.	5	3		5			1	
173 University of the City of New York, N. Y.	276	10		14		9	1	
174 Vassar College, Poughkeepsie, N. Y.	42			35		7		
175 University of Rochester, N. Y.	24	3				22		
176 Union University, Schenectady, N. Y.	99	7		338			3	
177 College and Seminary of Our Lady of Angels, Suspension Bridge, N. Y.	3	0		3				
178 Syracuse University, Syracuse, N. Y.	86	4		21		8		
179 Rensselaer Polytechnic Institute, Troy, N. Y.	20							
180 United States Military Academy, West Point, N. Y.	0	0						
181 University of North Carolina, Chapel Hill, N. C.	31	10		18			3	
182 Davidson College, Davidson College, N. C.	12	4		11				
183 North Carolina College, Mount Pleasant, N. C.	0	0						
184 Shaw University, Raleigh, N. C.	4			1		3		
185 Rutherford College, Rutherford College, N. C.	4	3		4			1	
186 Wake Forest College, Wake Forest College, N. C.	10	0		7		2		
187 Weaverville College, Weaverville, N. C.		2					2	
188 Buchtel College, Akron, Ohio	3	1		3			1	
189 Ashland College, Ashland, Ohio	4			2				
190 Ohio University, Athens, Ohio	11			2		2		
191 Baldwin University, Berca, Ohio	16			5				
192 German Wallace College, Berca, Ohio	8	0		7				
193 St. Xavier College, Cincinnati, Ohio	8			5		3		
194 University of Cincinnati, Cincinnati, Ohio	9		3	1				
195 Farmers' College, College Hill, Ohio	7			1		1		
196 Capital University, Columbus, Ohio	6			6				
197 Ohio State University, Columbus, Ohio	11			2				
198 Ohio Wesleyan University, Delaware, Ohio	37	3	10	22			1	
199 Kenyon College, Gambier, Ohio	6	6		5			3	
200 Denison University, Granville, Ohio	7	1		4				
201 Hiram College, Hiram, Ohio	9			2				
202 Western Reserve College, Hudson, Ohio	3			3				
203 Ohio Central College, Iberia, Ohio	0	1						
204 Marietta College, Marietta, Ohio	27	4		18		8		
205 Mt. Union College, Mt. Union, Ohio	76	4		14		18		
206 Franklin College, New Athens, Ohio	22	3		2		17		
207 Muskingum College, New Concord, Ohio	19	1		4		4	1	
208 Oberlin College, Oberlin, Ohio	47			30				
209 Rio Grande College, Rio Grande, Ohio	0	0						
210 Scio College, Scio, Ohio	14	0		1				
211 Miami Valley College, Springboro, Ohio	0	0						
212 Wittenberg College, Springfield, Ohio	17	2		6				

a11 are graduates from classical course, 8 from scientific, and 3 from liberal course.

b Degrees not specified.

c Graduates in theology.

d1 of these is "A. B. nunc pro tunc."

e "Bachelor of literature."

f "Engineer of mines."

g Received the Cooper medal and diploma.

h Honorary degree of M. E.

i 1 received also the degree of C. E.

1881 by universities, colleges, &c.—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theol-ogy.	Medicine.			Law.																	
Sc. B.		Sc. M.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.		B. C. & M. E.		B. D. E.		Ph. B.		Ph. D.		Mus. B.		Mus. Doc.		D. B.		D. D.		M. D.		D. S.		Ph. G.		LL. B.		LL. D.	
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31															
1																																				157	
1																																				158	
																																				159	
2																																				160	
																																				161	
																																				162	
																																				163	
																																				164	
40				9	8	3																													165		
																																				166	
20				8		14																													167		
																																				168	
																																				169	
																																				170	
																																				171	
7		5		4																																172	
																																				173	
2																																				174	
				3																																175	
																																				176	
																																				177	
2		1					4			9																										178	
				20																																179	
3																																				180	
1										10																										181	
																																				182	
																																				183	
																																				184	
1																																				185	
																																				186	
																																				187	
																																				188	
7																																				189	
11																																				190	
																																				191	
																																				192	
2																																				193	
5																																				194	
																																				195	
2		1																																		196	
5																																				197	
																																				198	
1																																				199	
4																																				200	
																																				201	
																																				202	
																																				203	
																																				204	
3																																				205	
11																																				206	
																																				207	
																																				208	
6																																				209	
																																				210	
1																																				211	
																																				212	

f Includes 1 "master of philosophy;" the degree of Ph. D. is conferred only on examination upon two years of post-graduate work.  
k Includes 4 "bachelor of painting."

l Received "certificates of proficiency" in civil engineering.  
m 8 are "master of philosophy."



TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1		2	3	4	5	6	7
213	Heidelberg College, Tiffin, Ohio .....	17	0		5		2
214	Urbana University, Urbana, Ohio .....	2			1		
215	● Otterbein University, Westerville, Ohio .....	11	4		4		3
216	Wilberforce University, Wilberforce, Ohio .....	5			3		
217	Willoughby College, Willoughby, Ohio .....	0	0				
218	Wilmington College, Wilmington, Ohio .....	5			5		
219	University of Wooster, Wooster, Ohio .....	62	6		25		23
220	Corvallis College, Corvallis, Oreg .....	4			1		
221	University of Oregon, Eugene City, Oreg .....	7			4		
222	Pacific University and Tualatin Academy, Forest Grove, Oreg .....	3			2		
223	McMinnville College, McMinnville, Oreg .....		0				
224	Christian College, Monmouth, Oreg .....	2					
225	Willamette University, Salem, Oreg .....	d13					
226	Muhlenberg College, Allentown, Pa. ....	25	3		14		11
227	Lebanon Valley College, Annville, Pa. ....	16	3		5		3
228	St. Vincent's College, Beatty, Pa. ....	17			1		
229	Dickinson College, Carlisle, Pa. ....	17	7		10		7
230	Pennsylvania Military Academy, Chester, Pa. ....	21			1		
231	Lafayette College, Easton, Pa. ....	90	15		45		25
232	Ursinus College, Freeland, Pa. ....	2			1		
233	Pennsylvania College, Gettysburg, Pa. ....	28	5		16		12
234	Thiel College, Greenville, Pa. ....	9			6		3
235	Haverford College, Haverford College, Pa. ....	17	0		11		1
236	Monongahela College, Jefferson, Pa. ....	1	1		1		1
237	Franklin and Marshall College, Lancaster, Pa. ....	26	2		19		7
238	University at Lewisburg, Lewisburg, Pa. ....	14	3		5		9
239	St. Francis College, Loretto, Pa. ....	3					3
240	Allegheny College, Meadville, Pa. ....	26	5		26		1
241	Westminster College, New Wilmington, Pa. ....	21	8		17		2
242	La Salle College, Philadelphia, Pa. ....	9			6		
243	University of Pennsylvania, Philadelphia, Pa. ....	295	2		29		15
244	Pittsburgh Catholic College, Pittsburgh, Pa. ....	0	0				
245	Western University of Pennsylvania, Pittsburgh, Pa. ....	8	2		4		1
246	Lehigh University, South Bethlehem, Pa. ....	6	0		2		
247	Pennsylvania State College, State College, Pa. ....	k3	0				
248	Swarthmore College, Swarthmore, Pa. ....	20	0	17	4		4
249	Angustinian College of Villanova, Villanova, Pa. ....	m16			4		2
250	Washington and Jefferson College, Washington, Pa. ....	25	5		25		
251	Brown University, Providence, R. I. ....	69	3		37		26
252	College of Charleston, Charleston, S. C. ....	10	0		6		4
253	Erskine College, Due West, S. C. ....	13	1		13		
254	Newberry College, Newberry, S. C. ....	7	0		2		4
255	Clafin University and South Carolina Agricultural College, Orangeburg, S. C. ....		1				
256	Wofford College, Spartanburg, S. C. ....	3			2		1
257	Adger College, Walhalla, S. C. ....	2			2		
258	East Tennessee Wesleyan University, Athens, Tenn. ....	16	9		8		2
259	King College, Bristol, Tenn. ....	3	2		3		
260	Hiwassee College, Hiwassee College, Tenn. ....	12	3		9		2
261	Southwestern Baptist University, Jackson, Tenn. ....	6	2		4		2
262	University of Tennessee, Knoxville, Tenn. ....	93	1		9		
263	Cumberland University, Lebanon, Tenn. ....	49			8		1
264	Bethel College, McKenzie, Tenn. ....	7	1		4		1
265	Maryville College, Maryville, Tenn. ....	6	2		6		
266	Mosheim Institute, Mosheim, Tenn. ....	2			1		
267	Carson College, Mossy Creek, Tenn. ....	14	2		12		2
268	Central Tennessee College, Nashville, Tenn. ....	8	0		3		
269	Fisk University, Nashville, Tenn. ....	6	0		6		

a Graduates in theology.

b "Master of philosophy."

c l is "maid of science."

d Degrees conferred in medical department only.

e "Master of accounts."

f Number ordained priests during the year.

g "Analytical chemist."

h Degrees not specified, though it is stated they were conferred on graduates of commercial department.





TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1		2	3	4	5	6	7
270	University of Nashville, Nashville, Tenn.....	106	0	a52	6		
271	Vanderbilt University, Nashville, Tenn.....	167	0		1		4
272	University of the South, Sewanee, Tenn.....	14	1	1	2		2
273	Burritt College, Spencer, Tenn.....	2			2		2
274	Agricultural and Mechanical College of Texas, College Station, Tex.....	d1	0				
275	Southwestern University, Georgetown, Tex.....	7			7		
276	Henderson Male and Female College, Henderson, Tex.....	7		e7			
277	Baylor University, Independence, Tex.....	1	2		1		
278	Mansfield Male and Female College, Mansfield, Tex.....	10	0		8		2
279	Trinity University, Tehuacana, Tex.....	6	1		1		1
280	Marvin College, Waxahachie, Tex.....	0	0				
281	University of Vermont and State Agricultural College, Burlington, Vt.....	66	3		11		3
282	Middlebury College, Middlebury, Vt.....	12	4		8		4
283	Lewis College, Northfield, Vt.....	4	4				1
284	Randolph Macon College, Ashland, Va.....	11	1		5		6
285	Virginia Agricultural and Mechanical College, Blacksburg, Va.....	7					
286	Emory and Henry College, Emory, Va.....	13	0		8		5
287	Hampden Sidney College, Hampden Sidney College, Va.....	7	3		5		2
288	Virginia Military Institute, Lexington, Va.....	22					
289	Washington and Lee University, Lexington, Va.....	15	6		3		2
290	Richmond College, Richmond, Va.....	14	2		3		3
291	Roanoke College, Salem, Va.....	19	3		10		7
292	University of Virginia, University of Virginia, Va.....	53	0	3	2		5
293	Bethany College, Bethany, W. Va.....	5		1	2		
294	West Virginia University, Morgantown, W. Va.....	5	0				4
295	Shepherd College, Shepherdstown, W. Va.....	45		45			
296	Lawrence University, Appleton, Wis.....	24	4		5		4
297	Beloit College, Beloit, Wis.....	16	2		8		6
298	University of Wisconsin, Madison, Wis.....	81	1	14	16		1
299	Milton College, Milton, Wis.....	5			3		
300	Racine College, Racine, Wis.....	6	2		3		3
301	Ripon College, Ripon, Wis.....	3			1		
302	Georgetown University, Georgetown, D. C.....	33	5		8		1
303	Columbian University, Washington, D. C.....	n4					
304	Howard University, Washington, D. C.....	31	1		6		
305	National Deaf-Mute College, Washington, D. C.....	7	1		4		1
306	University of Washington Territory, Seattle, Wash. Ter.....	5		42			

a These are "licentiate of instruction."

b Graduates in theology.

c This is honorary degree of B. D.

d "Graduate of A. and M. C. of Tex."

e M. E. L. (mistress of English literature).

f "Master of accounts."

g These are "graduate Virginia Military Institute"

h 2 are "D. L."

1881 by universities, colleges, &amp;c.—Continued.

conferred; .... indicates none returned.

Science.																		Philosophy.				Art.		Theol- ogy.	Medicine.			Law.												
Sc. B.		Sc. M.		E.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.		C. & M. E.		D. E.		Ph. B.		Ph. D.		Mus. B.		Mus. Doc.		D. B.		D. D.		M. D.		D. S.		Ph. G.		LL. B.		LL. D.		
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																		
				1														47	120	10	8	18																270		
d1	2									2			1														67	61											271	
																																							272	
																																							273	
																																							274	
																																							275	
																																							276	
	2	f3																																				277		
																																							278	
																																							279	
																																							280	
																																							281	
																																							282	
	4																																						283	
																																							284	
																																							285	
																																							286	
p22																																							287	
																																							288	
																																							289	
																																							290	
																																							291	
																																							292	
																																							293	
																																							294	
																																							295	
																																							296	

i Normal graduates.

j Conferred on examination.

k 1 is "bachelor of mechanical engineering" and 1 "bachelor of metallurgical engineering."

l These are "S. T. D."

m 5 are "master of laws."

n Degrees conferred in medical department only.

o Includes 1 graduate in commercial course.

TABLE XV.—PART 2.—*Degrees conferred in 1881 by professional schools not connected with universities and colleges.*

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
		In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
1	2	3	4	5	6	7	8	9
SCHOOLS OF THEOLOGY.								
1 Theological department of Talladega College, Talladega, Ala.	0	0	0	.....	.....	.....	.....	.....
2 Institute for Training Colored Ministers, Tuscaloosa, Ala.	a3	.....	.....	.....	.....	.....	.....	.....
3 Pacific Theological Seminary, Oakland, Cal.	2	2	.....	.....	.....	.....	.....	.....
4 San Francisco Theological Seminary, San Francisco, Cal.	a5	.....	.....	.....	.....	.....	.....	.....
5 Theological Institute of Connecticut, Hartford, Conn.	a3	.....	.....	.....	.....	.....	.....	.....
6 Chicago Theological Seminary, Chicago, Ill.	9	9	.....	.....	.....	.....	.....	.....
7 Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	a6	.....	.....	.....	.....	.....	.....	.....
8 Garrett Biblical Institute, Evanston, Ill.	b16	7	.....	.....	.....	.....	.....	.....
9 Wartburg Seminary, Mendota, Ill.	a11	.....	.....	.....	.....	.....	.....	.....
10 Baptist Union Theological Seminary, Morgan Park, Ill.	9	9	2	.....	.....	.....	.....	.....
11 Augustana Theological Seminary, Rock Island, Ill.	a6	.....	.....	.....	.....	.....	.....	.....
12 St. Meinrad's Theological Seminary, St. Meinrad, Ind.	c12	.....	.....	.....	.....	.....	.....	.....
13 College of the Bible, Lexington, Ky.	ad7	.....	.....	.....	.....	.....	.....	.....
14 Southern Baptist Theological Seminary, Louisville, Ky.	e11	.....	.....	.....	.....	.....	.....	.....
15 Bangor Theological Seminary, Bangor, Me.	a10	.....	.....	.....	.....	.....	.....	.....
16 Episcopal Theological School, Cambridge, Mass.	10	10	.....	.....	.....	.....	.....	.....
17 Newton Theological Institution, Newton Centre, Mass.	23	23	.....	.....	.....	.....	.....	.....
18 German Theological School of Newark, Bloomfield, N. J.	3	3	.....	.....	.....	.....	.....	.....
19 Drew Theological Seminary, Madison, N. J.	a33	.....	.....	.....	.....	.....	.....	.....
20 Theological Seminary of the Reformed (Dutch) Church in America, New Brunswick, N. J.	a7	.....	.....	.....	.....	.....	.....	.....
21 Theological Seminary of the Presbyterian Church, Princeton, N. J.	a28	.....	.....	.....	.....	.....	.....	.....
22 Diocesan Seminary of the Immaculate Conception, South Orange, N. J.	a5	.....	.....	.....	.....	.....	.....	.....
23 Auburn Theological Seminary, Auburn, N. Y.	a17	.....	.....	.....	.....	.....	.....	.....
24 General Theological Seminary of the Protestant Episcopal Church, New York, N. Y.	a21	.....	.....	.....	.....	.....	.....	.....
25 Union Theological Seminary, New York, N. Y.	a35	.....	.....	.....	.....	.....	.....	.....
26 Rochester Theological Seminary, Rochester, N. Y.	a19	.....	.....	.....	.....	.....	.....	.....
27 St. Joseph's Provincial Seminary, Troy, N. Y.	c22	.....	.....	.....	.....	.....	.....	.....
28 Lane Theological Seminary, Cincinnati, Ohio	a13	.....	.....	.....	.....	.....	.....	.....
29 Union Biblical Seminary, Dayton, Ohio	a5	.....	.....	.....	.....	.....	.....	.....
30 Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio, Gambier, Ohio.	.....	.....	4	.....	.....	.....	.....	.....
31 United Presbyterian Theological Seminary of Xenia, Xenia, Ohio.	15	15	.....	.....	.....	.....	.....	.....
32 Western Theological Seminary of the Presbyterian Church, Allegheny, Pa.	a21	.....	.....	.....	.....	.....	.....	.....
33 Theological Seminary of the General Synod of the Evangelical Lutheran Church, Gettysburg, Pa.	f10	.....	.....	.....	.....	.....	.....	.....
34 Meadville Theological School, Meadville, Pa.	a4	.....	.....	.....	.....	.....	.....	.....
35 Divinity School of the Protestant Episcopal Church, Philadelphia, Pa.	a6	.....	.....	.....	.....	.....	.....	.....
36 Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	a15	.....	.....	.....	.....	.....	.....	.....
37 Richmond Institute, Richmond, Va.	a6	.....	.....	.....	.....	.....	.....	.....
38 Theological Seminary of the Evangelical Lutheran Church, Salem, Va.	a3	.....	.....	.....	.....	.....	.....	.....
39 Protestant Episcopal Theological Seminary, Theological Seminary, Va.	a11	.....	.....	.....	.....	.....	.....	.....
40 Mission House School, Franklin, Wis.	a11	.....	.....	.....	.....	.....	.....	.....
41 Luther Seminary, Madison, Wis.	a10	.....	.....	.....	.....	.....	.....	.....
42 Nashotah House, Nashotah, Wis.	3	3	.....	.....	.....	.....	.....	.....
43 Seminary of St. Francis de Sales, St. Francis, Wis.	c34	.....	.....	.....	.....	.....	.....	.....

a Number of graduates reported.

b 9 received diplomas only.

c Number of priests ordained during the year.

d 1 received classical and 6 English diplomas.

e 5 full graduates and 6 English graduates.

f Number of diplomas conferred.



TABLE XV.—PART 2.—Degrees conferred in 1881 by professional schools, &c.—Continued.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. D.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
SCHOOLS OF LAW.									
44	Law department, University of Louisville, Ky.....	24						24	
45	School of Law, University of Maryland, Baltimore, Md.	28						28	
46	Law School of the Cincinnati College, Cincinnati, Ohio.	64						64	
47	National University, law department, Washington, D. C.	29						29	
SCHOOLS OF MEDICINE.									
48	Medical College of Alabama, Mobile, Ala.....	24			24				
49	Medical College of the Pacific, San Francisco, Cal.....	9			9				
50	Atlanta Medical College, Atlanta, Ga.....	31			31				
51	Southern Medical College, Atlanta, Ga.....	38			38				
52	Rush Medical College, Chicago, Ill.....	174			174				
53	Woman's Medical College of Chicago, Chicago, Ill.....	17			17				
54	Medical College of Evansville, Evansville, Ind.....	6			6				
55	Fort Wayne College of Medicine, Fort Wayne, Ind.....	21			21				
56	Medical College of Fort Wayne, Fort Wayne, Ind.....	22			22				
57	Central College of Physicians and Surgeons, Indianapolis, Ind.	18			17				
58	College of Physicians and Surgeons, Keokuk, Iowa.....	121			119				
59	Kentucky School of Medicine, Louisville, Ky.....	87			87				
60	Louisville Medical College, Louisville, Ky.....	54			54				
61	Medical department, University of Louisville, Louisville, Ky.	100			100				
62	College of Physicians and Surgeons, Baltimore, Md.....	153			153				
63	Medical department, University of Maryland, Baltimore, Md.	73			73				
64	Detroit Medical College, Detroit, Mich.....	27			27				
65	Michigan College of Medicine, Detroit, Mich.....	28			28				
66	Kansas City Medical College, Kansas City, Mo.....	12			12				
67	Medical department of University of Kansas City, Kansas City, Mo.	11			10				
68	St. Joseph Hospital Medical College, St. Joseph, Mo.....	7			7				
69	Missouri Medical College, St. Louis, Mo.....	119			119				
70	St. Louis Medical College, St. Louis, Mo.....	43			43				
71	Long Island College Hospital, Brooklyn, N. Y.....	51			51				
72	Medical department, University of Buffalo, Buffalo, N. Y.	48			48				
73	Bellevue Hospital Medical College, New York, N. Y.....	118			118				
74	Woman's Medical College of New York Infirmary, New York, N. Y.	8			8				
75	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio.	30			30				
76	Medical College of Ohio, Cincinnati, Ohio.....	103			103				
77	Miami Medical College, Cincinnati, Ohio.....	34			34				
78	Medical department of Western Reserve University, Cleveland, Ohio.	91			91				
79	Columbus Medical College, Columbus, Ohio.....	61			61				
80	Starling Medical College, Columbus, Ohio.....	36			36				
81	Jefferson Medical College, Philadelphia, Pa.....	205			205				
82	Woman's Medical College of Pennsylvania, Philadelphia, Pa.	19			19				
83	Medical College of the State of South Carolina, Charleston, S. C.	30			30				
84	California Medical College, Oakland, Cal.....	11			11				
85	Georgia Eclectic Medical College, Atlanta, Ga.....	15			15				
86	Bennett College of Eclectic Medicine and Surgery, Chicago, Ill.	52			52				
87	Indiana Eclectic Medical College, Indianapolis, Ind.....	14			12				
88	American Medical College, St. Louis, Mo.....	22			22				
89	Eclectic Medical College of New York, New York, N. Y.	64			64				
90	United States Medical College, New York, N. Y.....	43			135				

a Includes 5 "M. L."

b Regular and honorary; number of each not specified.

c Includes 2 honorary M. D.

d 8 are ad eundem degrees.

e 1 is ad eundem degree.

f 1 is an honorary degree.

g Includes 5 honorary degrees.

h Includes 4 honorary M. D. and 1 honorary degree of "M. D. and doctor of anthropology."

i 3 are ad eundem degrees and 1 "master of surgery."

j "Doctor of pharmacy."

TABLE XV.—PART 2.—Degrees conferred in 1881 by professional schools, &amp;c.—Continued.

Institutions and locations.		Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
1		2	3	4	5	6	7	8	9
91	Eclectic Medical Institute, Cincinnati, Ohio .....	113	.....	.....	113	.....	.....	.....	.....
92	Chicago Homœopathic College, Chicago, Ill. ....	27	.....	.....	a27	.....	.....	.....	.....
93	Hahnemann Medical College of Chicago, Chicago, Ill. ....	101	.....	.....	a101	.....	.....	.....	.....
94	St. Louis College of Homœopathic Physicians and Surgeons, St. Louis, Mo. ....	16	.....	.....	b16	.....	.....	.....	.....
95	College of Physicians and Surgeons, Buffalo, N. Y. ....	6	.....	.....	6	.....	.....	.....	.....
96	New York Homœopathic Medical College, New York, N. Y. ....	54	.....	.....	54	.....	.....	.....	.....
97	New York Medical College and Hospital for Women, New York, N. Y. ....	5	.....	.....	5	.....	.....	.....	.....
98	Pulte Medical College, Cincinnati, Ohio .....	41	.....	.....	41	.....	.....	.....	.....
99	Homœopathic Hospital College, Cleveland, Ohio .....	47	.....	.....	47	.....	.....	.....	.....
100	Hahnemann Medical College, Philadelphia, Pa. ....	83	.....	.....	83	.....	.....	.....	.....
SCHOOLS OF DENTISTRY.									
101	Indiana Dental College, Indianapolis, Ind. ....	10	.....	.....	.....	10	.....	.....	.....
102	Baltimore College of Dental Surgery, Baltimore, Md. ....	53	.....	.....	.....	53	.....	.....	.....
103	Boston Dental College, Boston, Mass. ....	18	.....	.....	.....	18	.....	.....	.....
104	Missouri Dental College, St. Louis, Mo. ....	1	.....	.....	.....	1	.....	.....	.....
105	New York College of Dentistry, New York, N. Y. ....	29	.....	.....	.....	29	.....	.....	.....
106	Ohio College of Dental Surgery, Cincinnati, Ohio .....	39	.....	.....	.....	39	.....	.....	.....
107	Pennsylvania College of Dental Surgery, Philadelphia, Pa. ....	64	.....	.....	.....	64	.....	.....	.....
SCHOOLS OF PHARMACY.									
108	Chicago College of Pharmacy, Chicago, Ill. ....	21	.....	.....	.....	21	.....	.....	.....
109	Louisville College of Pharmacy, Louisville, Ky. ....	7	.....	.....	.....	7	.....	.....	.....
110	Maryland College of Pharmacy, Baltimore, Md. ....	20	.....	.....	.....	20	.....	.....	.....
111	Massachusetts College of Pharmacy, Boston, Mass. ....	15	.....	.....	.....	15	.....	.....	.....
112	St. Louis College of Pharmacy, St. Louis, Mo. ....	27	.....	.....	.....	27	.....	.....	.....
113	College of Pharmacy of the City of New York, New York, N. Y. ....	65	.....	.....	.....	65	.....	.....	.....
114	Cincinnati College of Pharmacy, Cincinnati, Ohio ....	23	.....	.....	.....	23	.....	.....	.....
115	Philadelphia College of Pharmacy, Philadelphia, Pa. ....	140	.....	.....	.....	140	.....	.....	.....
116	Pittsburgh College of Pharmacy, Pittsburgh, Pa. ....	5	.....	.....	.....	5	.....	.....	.....
117	National College of Pharmacy, Washington, D. C. ....	3	.....	.....	.....	c3	.....	.....	.....

a 2 are ad eundem degrees.

b 1 is an ad eundem degree.

c These are "doctor of pharmacy."

TABLE XV.—PART 3.—*Degrees conferred in 1881 by schools for the superior instruction of women.*

[The following are the explanations of abbreviations used in Part 3 of this table: A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; B. L., Graduate in Letters; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; M. Ph., Mistress of Philosophy; M. P. L., Mistress of Polite Literature; B. Sc., Graduate in Science; Mis. Mus., Mistress of Music.]

	Institutions and locations.	All degrees.											
		In course.	Honorary.	A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Union Female College, Eufaula, Ala. ....	a6											
2	Florence Synodical Female College, Florence, Ala. ....	3			1				2				
3	Huntsville Female College, Huntsville, Ala. ....	10			2				5				b3
4	Judson Female Institute, Marion, Ala. ....	c18		c18									
5	Marion Female Seminary, Marion, Ala. ....	9		9									
6	Alabama Central Female College, Tuscaloosa, Ala. ....	d9											
7	Young Ladies' Seminary, Benicia, Cal. ....	0	0										
8	College of Notre Dame, San José, Cal. ....	a1											
9	Columbus Female College, Columbus, Ga. ....	9		9									
10	Andrew Female College, Cuthbert, Ga. ....	8		8									
11	Georgia Baptist Seminary for Young Ladies, Gainesville, Ga. ....	11		5	4								e2
12	Griffin Female College, Griffin, Ga. ....	8			8								
13	La Grange Female College, La Grange, Ga. ....	8			8								
14	Southern Female College, La Grange, Ga. ....	f18											
15	Georgia Female College, Madison, Ga. ....	2		2									
16	College Temple, Newnan, Ga. ....	4			4								
17	Rome Female College, Rome, Ga. ....	a14											
18	Shorter College, Rome, Ga. ....	17		17									
19	Illinois Female College, Jacksonville, Ill. ....	13						5	8				
20	Jacksonville Female Academy, Jacksonville, Ill. ....	a9											
21	St. Mary's School, Knoxville, Ill. ....	0	0										
22	De Pauw College, New Albany, Ind. ....	2			1						1		
23	College of Sisters of Bethany, Topeka, Kans. ....	0	0										
24	Bowling Green Female College, Bowling Green, Ky. ....	1		1									
25	Franklin Female College, Franklin, Ky. ....	1		1									
26	Daughters College, Harrodsburg, Ky. ....	g11											
27	Bethel Female College, Hopkinsville, Ky. ....	ah12											
28	Hamilton Female College, Lexington, Ky. ....	22		22									
29	Mt. Sterling Female College, Mt. Sterling, Ky. ....	8							8				
30	Kentucky College, Pewee Valley, Ky. ....	a5											
31	Logan Female College, Russellville, Ky. ....	9			2				7				
32	Science Hill School, Shelbyville, Ky. ....	2			2								
33	Stuart's Female College, Shelbyville, Ky. ....	12			12								
34	Stanford Female College, Stanford, Ky. ....	1		1									
35	Cedar Bluff Female College, Woodburn, Ky. ....	a2											
36	Silliman Female Collegiate Institute, Clinton, La. ....	a6											
37	Minden Female College, Minden, La. ....	5							i5				
38	Maine Wesleyan Seminary and Female College, Kent's Hill, Me. ....	10		8	2								
39	Waterville Classical Institute, Waterville, Me. ....	8					8						
40	Baltimore Female College, Baltimore, Md. ....	4		1	1				2				
41	Smith College, Northampton, Mass. ....	27		27									
42	Wellesley College, Wellesley, Mass. ....	23		23									
43	Bennet Seminary, Minneapolis, Minn. ....	9		j5									k4
44	Blue Mountain Female College, Blue Mountain, Miss. ....	a1											

a Degrees not specified.

b Certificates in music.

c 16 are "graduate" and 2 "excelsior graduate."

d With the degree of "full graduate."

e These are P. M. (proficiency in music).

f 15 diplomas for completion of full Latin course and 3 for completion of English course.

g With the degree of "alumna."

h 6 are English, 2 classical, and 4 musical.

i These are "mistress of English."

j These are L. A. (baccalaureate of arts).

k These are L. S. (baccalaureate of science).



TABLE XV.—PART 3.—Degrees conferred in 1881 by schools, &amp;c.—Continued.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mia. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
45	Whitworth College, Brookhaven, Miss. . .	15	—	2	—	—	—	—	13	—	—	—	—
46	Central Female Institute, Clinton, Miss. .	0	0	—	—	—	—	—	—	—	—	—	—
47	Franklin Female College, Holly Springs, Miss. .	2	—	—	—	—	—	—	2	—	—	—	—
48	Chickasaw Female College, Pontotoc, Miss. .	a6	—	—	—	—	—	—	—	—	—	—	—
49	Lea Female College, Summit, Miss. . . . .	2	—	—	—	—	—	—	2	—	—	—	—
50	Stephens Female College, Columbia, Mo. . .	7	—	6	—	—	—	—	—	—	—	—	1
51	Howard College, Fayette, Mo. . . . .	4	—	—	1	—	—	—	3	—	—	—	—
52	Synodical Female College, Fulton, Mo. . .	12	—	—	3	—	—	—	—	—	—	b9	—
53	St. Louis Seminary, Jennings, Mo. . . . .	1	—	—	1	—	—	—	—	—	—	—	—
54	Baptist Female College, Lexington, Mo. .	a9	—	—	—	—	—	—	—	—	—	—	—
55	Elizabeth Aull Female Seminary, Lexington, Mo. .	c8	—	—	—	—	—	—	—	—	—	d3	—
56	Hardin College, Mexico, Mo. . . . .	e5	—	—	—	—	—	—	—	—	—	—	—
57	New Hampshire Conference Seminary and Female College, Tilton, N. H. .	4	—	—	—	—	—	3	1	—	—	—	—
58	Pennington Seminary, Pennington, N. J. .	10	—	—	—	—	—	—	10	—	—	—	—
59	St. Agnes School, Albany, N. Y. . . . .	e11	—	—	—	—	—	—	—	—	—	—	—
60	Buffalo Female Academy, Buffalo, N. Y. .	0	0	—	—	—	—	—	—	—	—	—	—
61	Academy of Mt. St. Vincent-on-the-Hudson, New York, N. Y. . . . .	a14	—	—	—	—	—	—	—	—	—	—	—
62	Thomasville Female College, Thomasville, N. C. .	e5	—	—	—	—	—	—	—	—	—	—	—
63	Glendale Female College, Glendale, Ohio. .	18	—	—	18	—	—	—	—	—	—	—	—
64	Granville Female College, Granville, Ohio. .	0	0	—	—	—	—	—	—	—	—	—	—
65	Hillsboro' Female College, Hillsboro', Ohio. .	7	—	—	—	—	—	—	7	—	—	—	—
66	Wilson College, Chambersburg, Pa. . . .	3	—	3	—	—	—	—	—	—	—	—	—
67	Irving Female College, Mechanicsburg, Pa. .	6	—	2	—	—	—	—	4	—	—	—	—
68	Pittsburgh Female College, Pittsburgh, Pa. .	17	—	—	—	—	—	3	f9	—	—	—	g5
69	Columbia Female College, Columbia, S. C. .	15	—	—	15	—	—	—	—	—	—	—	—
70	Due West Female College, Due West, S. C. .	14	—	—	14	—	—	—	—	—	—	—	—
71	Walhalla Female College, Walhalla, S. C. .	4	—	—	h4	—	—	—	—	—	—	—	—
72	Wesleyan Female College, Brownsville, Tenn. .	i5	—	—	—	—	—	—	—	—	—	—	—
73	Columbia Female Institute, Columbia, Tenn. .	7	—	—	7	—	—	—	—	—	—	—	—
74	Memphis Conference Female Institute, Jackson, Tenn. .	12	—	—	—	—	—	—	12	—	—	—	—
75	Cumberland Female College, McMinnville, Tenn. .	2	—	—	1	—	—	—	1	—	—	—	—
76	Murfreesboro' Female Institute, Murfreesboro', Tenn. .	11	—	—	1	—	—	—	10	—	—	—	—
77	Ward's Seminary for Young Ladies, Nashville, Tenn. .	32	—	—	32	—	—	—	—	—	—	—	—
78	Martin College, Pulaski, Tenn. . . . .	6	—	—	—	—	—	—	6	—	—	—	—
79	Mary Sharp College, Winchester, Tenn. .	5	—	5	—	—	—	—	—	—	—	—	—
80	Dallas Female College, Dallas, Tex. . . .	6	—	—	—	—	—	—	6	—	—	—	—
81	Young Ladies' School, Southwestern University, Georgetown, Tex. . . . .	j4	—	—	—	—	—	—	—	—	—	—	—
82	Baylor Female College, Independence, Tex. .	2	—	2	—	—	—	—	—	—	—	—	—
83	Vermont Methodist Seminary and Female College, Montpelier, Vt. . . . .	3	—	—	—	—	—	1	2	—	—	—	—
84	Roanoke Female College, Danville, Va. . .	j6	—	—	—	—	—	—	—	—	—	—	—
85	Southern Female College, Petersburg, Va. .	j2	—	—	—	—	—	—	—	—	—	—	—

a With the degree of "graduate."

b "Mistress of science."

c 5 are normal.

d 2 of these are "seminary degree of maid of science."

e Degrees not specified.

f 4 of these are B. E. L. (bachelor of English literature).

g These are B. M. (bachelor of music).

h "Maid of arts."

i 3 are "first degree in English and classical literature" and 2 "first degree in English and French literature."

j With the degree of "full graduate."



TABLE XV.—PART 3.—*Degrees conferred in 1881 by schools, &c.*—Continued.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
86	Episcopal Female Institute, Winchester, Va.	7	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	Broadus Female College, Clarksburg, W. Va.	3	.....	a2	.....	.....	.....	.....	b1	.....	.....	.....	.....
88	Wisconsin Female College, Fox Lake, Wis.	c3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89	Milwaukee College, Milwaukee, Wis. ....	5	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....

*a* With the degree of "full graduate."*b* With the degree of "English graduate."*c* Degrees not specified.

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1881; from replies to inquiries by the United States Bureau of Education.

[Explanations of abbreviations: Sch., school; Pub., public; Coll., college; Soc'y, college society libraries; Sci., scientific; Y. M. C. A., Young Men's Christian Association; A. &amp; R., asylum and reformatory; Mis., miscellaneous.]

	Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.		Books, periodicals, and bindings.	Yearly expenditure.
										Amount of permanent fund.	Total yearly income from all sources.		
1	2	3	4	5	6	7	8	9	10	11	12	13	
1	Tuskegee Normal School Library.	Tuskegee, Ala.	Olivia A. Davidson	1881	Free	Sch.	500	218					
2	California Academy of Sciences Library.	San Francisco, Cal.	Carlos Troyer	1853	Free	Sci.	10,000	843	\$0	\$37			\$0
3	School Libraries	San Francisco, Cal.	John W. Taylor, superintendent.			Sch.	234,516	1,125			\$87,176		
4	Santa Ana Library Association	Santa Ana, Cal.	Miss Maggie Waite	1878			409						
5	Greeley Public School Library.	Greeley, Colo.	Fred M. Dille	1879	Free	Sch.	400	110					60
6	Library of the Convent of Mary Immaculate.	Key West, Fla.		1870	Sub	Mis.	595	45	(d)		90		
7	Normal School Library.	Morris, Ill.	F. M. Weld	1878	Free	Sch.	1,500	400	0	0		500	150
8	Cassel Library of Mount Morris College.	Mt. Morris, Ill.	D. L. Miller	1880	Sub	Coll.	730,000	300					
9	Ottawa Book Club	Ottawa, Ill.		1880		Sch.	300		0	80			
10	Ottawa Township High School Library.	Ottawa, Ill.	H. L. Boltwood	1878	Free	Sch.	300	70			80		
11	Young Ladies' Library Association.	Ottawa, Ill.	Miss L. Folger Macy	1881	Free	Pub.	1,400						
12	Peoria Public Library	Peoria, Ill.	Fred J. Soldan	1881	Free	Pub.	4,472	4,472	0	2,038	1,314	1,638	
13	Brazil Public Library	Brazil, Ind.	L. O. Schultz	1879	Sub	Pub.	856	856	161	549	470	76	
14	Central Normal College Library	Danville, Ind.	Mrs. F. P. Adams	1876	Free	Sch.	1,000	100			100		
15	Southern Indiana Normal College Library.	Mitchell, Ind.	Jessie Robertson	1880	Free	Sch.	500	200					
16	Normal School Library.	Bloomfield, Iowa	Mrs. O. H. Longwell	1880	Free	Sch.	1,000	700	0		400		0
17	Girard Literary Institute and Library Association.	Girard, Kans.	Dr. G. A. Keyes	1871	Sub.	Sch.	511	20		22	20		









TABLE XVII.—Statistics of training schools for nurses for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of incorporation.	Date of organization.	Superintendent.	Number of instructors.	Present number of pupils.	Graduates in 1881.	Total number of pupils since organization.	Graduates since organization.	Number of years in full course of study.	Number of weeks in school year.	Salary paid pupils.	Conditions of admission.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Connecticut Training School for Nurses (State Hospital).*	New Haven, Conn .....	1873	1873	Gertrude Barrett.....	4	24	8	116	43	1½	50	\$174 yearly, with board and washing.	Age, 22-40; good health and character and common school education.
2 Illinois Training School for Nurses.	Chicago, Ill.....	1880	1881	Miss M. E. Brown.....	3	10	0	10	0	2	....	\$8 a month for first year; \$12 a month for second.	Age, 25-35; sound health and good education.
3 Boston City Hospital Training School for Nurses.	Boston, Mass.....	1880	1878	Mrs. Almira C. Davis.	9	50	9	159	21	2	50	\$10 a month for first year; \$14 a month for second; \$20-\$30 head nurses (graduate nurses).	Age, 21-35; satisfactory references of sound health and good moral character.
4 Boston Training School for Nurses (Massachusetts General Hospital).*	Boston, Mass.....	1875	1873	Jane E. Sangster.....	....	42	16	247	73	2	50	\$10 a month for first year; \$14 a month for second.	Preference given to applicants between 25 and 35 years of age.
5 Training School for Nurses (New England Hospital).	Boston, Mass. (Codman avenue, Roxbury district).	1863	1872	Helen F. Kimball, chairman of committee.	....	17	6	120	46	1½	50	\$1 a week for first 6 months; \$2 a week for second 6 months; and \$3 a week for the last 4 months.	Age, 21-31; satisfactory references and good health.
6 Missouri School of Midwifery.*	St. Louis, Mo .....	1875	1875	Wm. C. Richardson, M. D., president.	3	16	21	180	173	1	16	None.....	A common school education.
7 Brooklyn Training School for Nurses.	Brooklyn, N. Y.....	.....	1880	Miss Pine.....	....	12	0	12	0	2	....	\$9 a month for the first year; \$15 a month for the second.	Age, 22-35; excellent character and common school education.
8 New York State School for Training Nurses.	Brooklyn, N. Y. (46 Concord street).	1871	1873	Mrs. A. H. Wolhaupter.	6	7	7	54	54	1	52	Boarded and lodged during the entire course of instruction.	Age, 21-40; satisfactory references as to moral character and general health, ability to read and write, and an agreement to remain one year.



TABLE XVIII.—Statistics of institutions for the deaf and dumb for 1881; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Year of incorporation.	Under what control.	Principal.	Instructors.		Number under in- struction during the year.		
					Total number.	Number of semi-mutes.	Total.	Males.	Females.
1	2	3	4	5	6	7	8	9	10
Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala.	1860	State	Jo H. Johnson, M. D.	6	63	50	30	20
Arkansas Deaf-Mute Institute*	Little Rock, Ark.	1868	State	H. C. Hammond, M. A.	4	0	77	45	32
Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal.	1860	State	Warring Wilkinson, M. A.	b12		116	70	46
Institute for the Education of the Mute and the Blind.*	Colorado Springs, Colo.	1874	State	J. R. Kennedy, superintendent.	3		38		
American Asylum for the Education of the Deaf and Dumb.	Hartford, Conn.	1816	B'd of directors	Job Williams, M. A.	15	2	225	136	89
Whipple's Home School for Deaf-Mutes.	Myatie River, Conn.	1869	Private	Jonathan Whipple.	2	0	11	9	2
Georgia Institution for the Deaf and Dumb*.	Cave Spring, Ga.	1846	State	W. O. Connor	4	2	70	36	34
Chicago Day Schools for Deaf-Mutes c.	Chicago, Ill.	1875	B'd of educat'n	Philip A. Emery, M. A., D. D.	5	2	55	28	27
Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill.	1839	State	Philip G. Gillett, A. M., LL. D.	27	1	578	344	234
Indiana Institution for Educating the Deaf and Dumb.	Indianapolis, Ind.	1844	State	William Glenn, superintendent...	18	6	405	224	181
Iowa Institution for the Deaf and Dumb*.	Council Bluffs, Iowa.	1855	State	Rev. Alonzo Rogers, super't.	12	3	198	117	81
Kansas Institution for the Education of the Deaf and Dumb.*	Olathe, Kans.	1866	State	W. H. De Motte, LL. D., sup't.	7	0	142	74	68
Kentucky Institution for the Deaf and Dumb.	Danville, Ky.	1823	State	David C. Dudley, Jr., A. M.	8	d4	139	78	61
Louisiana Institution for the Education of the Deaf and Dumb*.	Baton Rouge, La.	1852	Trustees.	A. K. Martin, superintendent	3		43	23	20
Portland School for the Deaf.	Portland, Me.	1876	City	Miss Ellen L. Barton	4	0	26	14	12
F. Knapp's Institute* c.	Baltimore, Md.	1876	Private	F. Knapp	3	0	32	19	13
Institution for the Colored Blind and Deaf Mutes*.	Baltimore, Md. (258 Saratoga street).	1872	Corporation	F. D. Morrison, M. A., sup't.	63		19	10	9
Maryland School for the Deaf and Dumb.	Frederick, Md.	1867	State	Charles W. Ely, A. M.	10	1	90	52	38
New England Industrial School for Deaf-Mutes*.	Beverly, Mass.	1879	Trustees.	William B. Swett, superintendent.	2	0	11	5	6





TABLE XVIII.—*Statistics of institutions for the deaf and dumb for 1881, &c.—Continued.*

Name.	Location.	Year of incorporation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
					Total number.	Number of semi-mutes.	Total	Males.	Females.
1	2	3	4	5	6	7	8	9	10
Tennessee School for Deaf and Dumb.....	Knoxville, Tenn.....	1845	Trustees.....	Joseph H. Ijams, A.B.....	6	0	100	60	40
Texas Institution for the Education of the Deaf and Dumb.*	Austin, Tex.....	1856	State.....	John S. Ford, superintendent.....	5	0	89	53	36
Virginia Institution for the Education of the Deaf and Dumb and the Blind.	Staunton, Va.....	1839	State.....	Thomas S. Doyle.....	7	1	96	54	42
West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va.....	1870	State.....	John Collins Corvill, M.A.....	6	2	78	46	32
Wisconsin Institution for the Education of the Deaf and Dumb.*	Delevan, Wis.....	1852	State.....	John W. Swiler, M.A., sup't.....	11	0	179	102	77
Wisconsin Phonological Institute for Deaf Mutes..	Milwaukee, Wis.....	1878	Directors.....	Prof. Adam Stettner.....	2	0	21	12	9
St. John's Catholic Institution.....	St. Francis Station, Wis.....	1876	R.C.....	Rev. Charles Fessler.....	3	0	43	27	16
Columbia Institution for the Deaf and Dumb.....	Washington, D.C.....	1857	Corporate.....	E. M. Gallaudet, M.D., LL.P., pres't.....	12	3	114	103	11
National Deaf-Mute College <sup>a</sup> .....	Washington, D.C.....	1864	National.....	E. M. Gallaudet, M.D., LL.P., pres't.....	1	1	5	4	1
Dakota School for Deaf Mutes.....	Sioux Falls, Dak.....	1880	Directors.....	James Simpson, superintendent.....	1	1	5	4	1

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> An organization within the Columbia Institution; its statistics are there reported. See also Table IX.

TABLE XVIII.—Statistics of institutions for the deaf and dumb for 1881, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in the institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Library.		Property, income, &c.				
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.					Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1 Alabama Institution for the Deaf and Dumb and the Blind.	.....	190	2	0	x	.....	.....	.....	x	0	0	0	a500	a100	17	\$50,000	a\$15,000	.....	a\$13,500
2 Arkansas Deaf-Mute Institute*	3	160	1	.....	x	x	x	.....	.....	0	0	0	75	0	92	30,000	b4,000	\$0	14,676
3 Institution for the Deaf and Dumb and the Blind.	5	239	3	x	x	x	x	x	x	.....	.....	.....	.....	.....	130	a325,000	a40,000	0	a40,000
4 Institute for the Education of the Mute and the Blind.*	.....	53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	70	.....	.....	20,000	c16,935	0	15,835
5 American Asylum for the Education of the Deaf and Dumb.	.....	2,282	d28	x	x	.....	.....	.....	0	0	0	0	2,000	.....	28	250,000	*e36,224	*506	51,325
6 Whipple's Home School for Deaf-Mutes.	6	60	0	x	x	x	x	.....	x	0	0	0	200	.....	32	6,000	f2,725	*3,500	*1,500
7 Georgia Institution for the Deaf and Dumb*.	.....	300	3	0	x	x	x	.....	.....	0	0	0	1,000	50	52	40,000	15,000	0	14,241
8 Chicago Day School for Deaf-Mutesg.	.....	.....	.....	x	x	x	x	.....	.....	0	0	0	.....	.....	0	.....	h15,000	.....	3,792
9 Illinois Institution for the Education of the Deaf and Dumb.	7	*1,480	*15	x	x	x	x	.....	x	0	x	x	5,591	804	46	*300,000	85,000	.....	85,000
10 Indiana Institution for Educating the Deaf and Dumb.	54	1,395	.....	x	x	x	x	x	x	0	x	0	3,006	.....	104	458,110	55,000	0	54,831
11 Iowa Institution for the Deaf and Dumb*.	54	600	0	x	x	x	.....	.....	x	0	0	0	482	0	90	200,000	j57,280	0	50,280
12 Kansas Institution for the Education of the Deaf and Dumb.*	5	240	.....	x	x	.....	.....	.....	.....	0	0	0	500	100	175	54,000	19,500	0	19,500
13 Kentucky Institution for the Deaf and Dumb.	5	788	.....	x	x	x	.....	x	x	x	x	x	800	25	55	200,000	23,003	k4,439	26,705
14 Louisiana Institution for the Education of the Deaf and Dumb*.	.....	.....	.....	.....	x	x	.....	.....	.....	.....	.....	.....	350	.....	.....	50,000	.....	.....	.....

\* From Report of the Commissioner of Education for 1880.

d Up to close of 1879.

e From the six New England States.

f Of this, \$2,200 are from New Jersey.

g The mute schools of Chicago for 1881 are the Deaf-Mute High School and four primary schools.

h For two school years.

i Language (mute), rhetoric, and algebra are also taught.

j \$25,000 of this for building.

k From labor, and interest on permanent fund.

l Total receipts from all sources.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for 1881, &c.—Continued.*

NOTE.—x indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in the institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Library.		Property, income, &c.								
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.	Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Portland School for the Deaf .....	.....	29	.....	x	x	.....	.....	.....	.....	0	0	0	2,000	220	.....	\$0,000	\$1,000	.....	.....
F. Knapp's Institute* a. ....	.....	30	0	0	x	.....	.....	.....	.....	0	0	0	.....	.....	.....	620,000	4,250	.....	\$4,587
Institution for the Colored Blind and Dumb .....	.....	248	3	0	x	.....	.....	.....	.....	0	0	0	2,150	.....	10	250,000	25,000	\$500	24,667
Maryland School for the Deaf and Dumb .....	.....	18	0	x	.....	.....	.....	.....	.....	0	0	0	100	.....	57	7,000	0	0	.....
New England Industrial School for Deaf-Mutes* ..	.....	196	0	x	.....	.....	.....	.....	.....	0	0	0	216	.....	.....	.....	.....	.....	.....
Horace Mann School for the Deaf .....	.....	186	0	d x	ee x	x	x	x	0	0	0	0	840	.....	11	90,000	11,883	.....	.....
Clarke Institution for Deaf-Mutes .....	.....	886	.....	.....	.....	.....	.....	.....	.....	0	0	0	2,056	0	80	387,500	40,000	.....	.....
Michigan Institution for Educating the Deaf and Dumb. ....	.....	15	0	x	x	.....	.....	.....	.....	0	0	0	400	20	.....	.....	0	600	600
School of Articulation .....	.....	3	.....	x	x	.....	.....	.....	.....	0	0	0	.....	.....	40	20,000	.....	.....	.....
Evangelical Lutheran Deaf-Mute Institute .....	.....	6	258	x	x	.....	.....	.....	.....	0	0	0	850	10	54	200,000	24,000	0	24,000
Minnesota Institution for the Education of the Deaf and Dumb and the Blind.* ..	.....	4,9	.....	.....	.....	.....	.....	.....	.....	0	0	0	.....	.....	.....	.....	.....	.....	.....
Mississippi Institution for the Deaf and Dumb* ..	.....	7	123	.....	x	x	x	.....	.....	0	0	0	600	.....	75	100,000	9,500	0	10,000
Missouri Institution for the Education of the Deaf and Dumb. ....	.....	4,3	760	3	x	x	.....	.....	.....	0	0	0	1,000	0	95	162,789	45,000	0	35,236
St. Louis Day School for Deaf-Mutes .....	.....	69	0	0	x	.....	.....	.....	.....	0	0	0	.....	.....	23	61,000	939,950	0	16,450
Nebraska Institute for the Deaf and Dumb .....	.....	7	144	0	x	.....	x	.....	.....	0	0	0	762	160	.....	.....	.....	.....	.....
Le Contoux St. Mary's Institution for Education of Deaf-Mutes. ....	.....	5	320	.....	x	.....	.....	.....	.....	0	0	0	500	50	1	54,000	225,000	1,200	30,000
St. Joseph's Institute for the Improved Instruction of Deaf-Mutes. ....	.....	338	0	x	x	.....	.....	.....	.....	x	0	0	450	50	52	146,914	49,217	916	82,054
Institution for the Improved Instruction of Deaf-Mutes.* ..	.....	5	221	0	x	.....	.....	.....	.....	0	0	0	561	37	.....	.....	18,660	38,232	31,104
Institution for the Instruction of the Deaf and Dumb.* j	.....	8	2,894	x	ee x	x	x	x	x	0	0	0	3,900	50	105	527,000	149,179	2,907	156,094



34	Western New York Institution for Deaf-Mutes*	160											0	\$96,000	14,262	9,963	23,549
35	Central New York Institution for Deaf-Mutes	214												90,000	1m34,993		43,875
36	North Carolina Institution for the Deaf and Dumb and the Blind.	349	n8											675,000			634,000
37	Cincinnati Day School for Deaf-Mutes*	4	66	0	x	x							0		2,000		
38	Ohio Institution for the Education of the Deaf and Dumb.	8	n40	x	x	x							10	750,000	82,454	0	85,018
39	Oregon School for Deaf-Mutes*	43													06,000		
40	Erie Day School*	3	18	x	x	x											700
41	Orin Branch Pennsylvania Institution	20		x	x	x											
42	Pennsylvania Institution for the Deaf and Dumb.	5	1,973	16	x	x							2	500,000	78,000		78,000
43	Philadelphia Day School <sup>p</sup>																
44	Seranton Deaf-Mute School.	13	16	0	0	0	0	0	0	0	0	0	0		0	0	
45	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	150	0	x	x	x							30		066,800	1,452	19,011
46	Rhode Island School for the Deaf*	13	19	0													
47	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.*	6	b164		x	x									67,800	0	67,166
48	Tennessee School for Deaf and Dumb																22,000
49	Texas Institution for the Education of the Deaf and Dumb.*	202		0	x	x									22,000		7,700
50	Virginia Institution for the Education of the Deaf and Dumb and the Blind.	6	530	3	x	x											
51	West Virginia Institution for the Deaf and Dumb and the Blind.	6	183	*1	x	x											
52	Wisconsin Institution for the Education of the Deaf and Dumb.*	62	549		x	x											
53	Wisconsin Phonological Institute for Deaf-Mutes.																
54	St. John's Catholic Institution.	4	108		x	x											
55	Columbia Institution for the Deaf and Dumb.		431	n31	x	x											
56	National Deaf-Mute College <sup>u</sup> .																
57	Dakota School for Deaf-Mutes.			0	0	0											

\* From Report of the Commissioner of Education for 1880.  
<sup>a</sup> School for hearing youth, with classes for deaf-mutes.  
<sup>b</sup> These statistics are for both departments of the institution.  
<sup>c</sup> Drawing is also taught.  
<sup>d</sup> Articulation and lip-reading are the basis of instruction in this institution.  
<sup>e</sup> Higher branches also taught.  
<sup>f</sup> Includes some income from other States.  
<sup>g</sup> Includes \$23,500 for improvements.

MEMORANDUM.—Free Evening Classes for Deaf-Mutes, New York, N. Y. (East Twenty-third street): removed; not found.

<sup>h</sup> \$12,000 of this from the counties.  
<sup>i</sup> This institution has three branches; one situated at Fordham, another at Brooklyn (510 Henry street), and another at Throg's Neck. The statistics given are for the three branches.  
<sup>j</sup> A branch institution was opened at Tarrytown in October, 1879.  
<sup>k</sup> In 1881.  
<sup>l</sup> In 1879.  
<sup>m</sup> From State and county appropriations.

<sup>n</sup> Up to the close of 1879.  
<sup>o</sup> For two years.  
<sup>p</sup> Temporarily closed.  
<sup>q</sup> Includes \$60,000 for new building.  
<sup>r</sup> Drawing and painting are also taught.  
<sup>s</sup> Includes \$3,480 from last year.  
<sup>t</sup> Congressional appropriation.  
<sup>u</sup> An organization within the Columbia Institution; its statistics are there reported. See also Table IX.  
<sup>v</sup> Value of grounds and buildings.

48,476  
1,572  
56,108  
2,000

TABLE XIX.—*Statistics of institutions for the blind for 1881; from*

NOTE.—× indicates the employments taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employes.
	1	2	3	4	5	6
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala..	1860	Jo H. Johnson, M. D.	State .....	2
2	Arkansas School for the Blind ..	Little Rock, Ark.	1859	Otis Patten .....	State .....	12
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal. . .	1860	Warring Wilkin-son, M. A.	State .....	d32
4	Institute for the Education of the Mute and the Blind. <i>e</i>	Colorado Springs, Colo.	1874	J. R. Kennedy ...	State .....	....
5	Georgia Academy for the Blind .	Macon, Ga. ....	1852	W. D. Williams, A. M.	State .....	15
6	Illinois Institution for the Edu- cation of the Blind.	Jacksonville, Ill.	1849	F. W. Phillips, M. D.	State .....	g40
7	Indiana Institute for the Edu- cation of the Blind.	Indianapolis, Ind	1847	W. B. Wilson ....	State .....	29
8	Iowa College for the Blind .....	Vinton, Iowa ...	1853	Rev. Robert M. Carothers, A. M.	State .....	29
9	Kansas Institution for the Edu- cation of the Blind.*	Wyandotte, Kans	1868	George H. Miller..	State .....	6
10	Kentucky Institution for the Edu- cation of the Blind.	Louisville, Ky..	1842	Benj. B. Huntton, A. M.	State .....	24
11	Louisiana Institution for the Edu- cation of the Blind and the Industrial Home for the Blind.*	Baton Rouge, La	1871	P. Lane .....	State .....	m3
12	Institution for the Colored Blind and Deaf-Mutes.*	Baltimore, Md. (258 Saratogast)	1872	Frederick D. Mor- rison, M. A.	Corporation.	(a)
13	Maryland Institution for the In- struction of the Blind.	Baltimore, Md ...	1853	Frederick D. Mor- rison, M. A.	Corporation.	21
14	Perkins Institution and Massa- chusetts School for the Blind.	Boston, Mass ...	1829	M. Anagnos .....	Corporation and State.	*46
15	Michigan School for the Blind...	Lansing, Mich..	p1880	J. F. McElroy, A. M.	State .....	23
16	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn.	1866	James J. Dow ...	State .....	11
17	Mississippi Institution for the Education of the Blind.*	Jackson, Miss ..	1852	Dr. W. S. Langley.	State .....	m7
18	Missouri School for the Blind...	St. Louis, Mo ...	1851	Prof. John T. Sibley	State .....	19
19	Nebraska Institution for the Blind	Nebraska City, Nebr.	1875	J. B. Parmelee ...	State .....	9
20	New York State Institution for the Blind.	Batavia, N. Y. ...	1868	Rev. Albert D. Wil- bor, D. D.	State .....	44
21	New York Institution for the Blind.	New York, N. Y. (34th st. and 9th avenue).	1831	William B. Wait..	State .....	s38
22	North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C. ...	1849	Hezekiah A. Gud- ger, M. A., princi- pal.	State .....	....
23	Ohio Institution for the Educa- tion of the Blind.	Columbus, Ohio.	1837	G. L. Smead, M. A.	State .....	52
24	Oregon Institute for the Blind <i>u</i> .	Salem, Oreg. ....	1872	.....	State .....	....
25	Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa.	1833	William Chapin, A. M.	Corporation and State.	56
26	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.*	Cedar Springs, S. C.	1855	Newton F. Walker	State .....	2

\* From Report of the Commissioner of Education for 1880.

*a* See Table XVIII.*b* Music is taught.*c* Appropriation not to exceed the above amount; exact figures not given.*d* For both departments.*e* Department for the blind was not opened up to 1881; the legislature of 1881 appropriated \$20,000 for additional buildings and furnishing, and the blind were thereafter to be received.*f* Includes \$10,000 for building.*g* In 1879.*h* Up to the close of 1879.*i* Includes balance on hand from last financial year.*j* Exclusive of income from tuition and labor of inmates.*k* Also brush and hat making.*l* Upholstery is also taught.*m* Instructors only.*n* Value of furniture.*o* In State warrants.

replies to inquiries by the United States Bureau of Education.

0 signifies no or none; .... indicates no answer.

Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Employments taught.						Library.		Property, income, &c.					
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
0	15	38	....	x	....	x	....	....	(a)	(a)	\$50,000	(a)	....	....	(a)	1
5	36	145	x	x	x	x	b x	x	....	....	15,000	c \$11,000	\$0	\$10,783	\$10,739	2
0	30	107	....	....	x	....	(b)	x	....	....	(a)	(a)	....	\$40,000	(a)	3
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4
4	61	217	x	x	x	x	b x	x	1,000	100	75,000	f 22,000	375	....	11,373	5
....	145	h 605	x	x	....	x	(b)	x	....	....	g 114,713	24,250	i 6,698	30,948	28,299	6
5	127	672	x	....	x	....	....	x	2,100	100	374,644	i 31,129	....	31,129	30,653	7
9	90	448	x	x	x	x	....	x	1,000	100	300,000	18,222	648	j 18,870	25,563	8
2	52	139	k x	....	....	....	....	....	340	40	100,000	11,140	0	11,140	9,640	9
7	81	429	x	x	....	l x	(b)	x	1,200	100	100,000	19,371	....	27,902	18,562	10
6	23	57	x	x	....	x	b x	x	250	40	n 3,000	o 10,000	0	6,600	7,200	11
1	13	38	x	x	x	....	....	x	25	....	(a)	4,250	600	4,850	4,587	12
7	60	252	x	x	....	x	(b)	x	562	....	339,400	15,000	4,200	23,121	19,604	13
34	128	1,016	x	x	x	x	b x	x	5,383	793	246,489	30,000	21,059	77,324	71,938	14
....	63	72	x	....	....	....	....	x	60	....	40,000	18,500	....	15,816	14,848	15
2	28	57	x	x	x	....	....	x	425	25	30,000	7,000	0	7,000	7,000	16
12	32	....	x	x	....	l x	....	....	427	40	6,000	8,400	0	....	8,000	17
3	90	h 469	q x	x	x	x	(b)	x	1,250	50	250,000	27,000	0	27,000	23,000	18
....	22	41	x	x	x	....	....	x	250	50	15,000	7,800	....	7,800	4,962	19
3	170	481	x	....	x	....	b x	x	1,777	131	335,846	37,000	r 5,709	42,709	38,003	20
....	236	h 1,306	....	x	x	l x	b x	x	g 600	....	g 373,634	40,557	t 1,389	81,946	69,145	21
....	....	....	....	....	....	....	....	....	....	....	(a)	....	....	....	(a)	22
8	180	1,138	x	x	x	....	b x	x	g 500	....	500,000	29,681	u 1,132	34,813	32,950	23
15	192	h 30	v x	x	....	x	....	x	2,000	300	w 296,280	x 54,375	4,915	73,540	71,246	24
....	1	15	45	q x	....	x	....	....	....	....	(a)	(a)	d 534	d 8,334	(a)	26

p Founded in 1854 as a department of the Michigan Institution for the Deaf and Dumb and the Blind.

q Brush making is also taught.

r Received from counties and individuals.

s Number of officers only.

t Includes income from all sources other than the State.

u Temporarily closed since 1879.

v Also brush and mat making and fine basket work.

w Includes personal property, funds, and investments.

x Including one quarter omitted in a former report. The regular annual appropriation from this State is \$43,500, but owing to failures of the State treasurer to pay quarter bills the report of the past year shows six quarters with increased expenses. The net average expenses for each of the past three years were \$56,064.

TABLE XIX.—*Statistics of institutions for the blind for 1881; from*

NOTE.—x indicates the employments taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employes.
	1	2	3	4	5	6
27	Tennessee School for the Blind <i>a</i>	Nashville, Tenn.	1846	J. M. Sturtevant ..	State and corporation.	11
28	Texas Institution of Learning for the Blind.*	Austin, Tex ....	1858	Frank Rainey ....	State .....	24
29	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va....	1839	Thomas S. Doyle, principal.	State .....	9
30	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va.	1870	John C. Covell, M. A., principal.	State .....	4
31	Wisconsin Institution for the Education of the Blind.	Janesville, Wis .	1850	Mrs. Sarah F. C. Little, A. M.	State .....	25

\* From Report of the Commissioner of Education for 1880.

*a* These statistics are from a return for 1879.*b* Music is also taught.*c* Since September, 1874.



replies to inquiries by the United States Bureau of Education--Continued.

0 signifies no or none; .... indicates no answer.

Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Employments taught.						Library.		Property, income, &c.					
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
3	30	222	...	x	x	x	b x	x	1,141	46	\$110,000	\$17,000	\$0	\$17,224	\$16,569	27
3	84	485	x	...	x	x	b x	x	701	20	75,000	18,710	0	18,710	19,910	28
2	32	253	x	x	x	x	...	x	200	20	(d)	(d)	0	34,680	(d)	29
0	30	64	x	x	...	x	...	...	200	50	(d)	(d)	0	30,702	(d)	30
1	83	299	...	x	x	(f)	...	x	1,600	2	175,000	18,800	.....	20,245	19,668	31

d See Table XVIII.

e For both departments.

f Carpet weaving.

TABLE XX.—Statistics of schools and asylums for feeble-minded children

NOTE.—x indicates

	Name.	Location.	Date of establishment.	Superintendent.
	1	2	3	4
1	Connecticut School for Imbeciles <i>a</i> .....	Lakeville, Conn.	1858	Robert P. Knight, M. D.
2	Illinois Asylum for Feeble-Minded Children ....	Lincoln, Ill. ....	1865	C. T. Wilbur, M. D. ....
3	Indiana Asylum for Feeble-Minded Children ....	Knightstown, Ind.	1879	Dr. John W. White ...
4	Iowa State Asylum for Feeble-Minded Children*	Glenwood, Iowa	1876	O. W. Archibald, M. D. .
5	Kentucky Institution for the Education and Training of Feeble-Minded Children.	Frankfort, Ky. .	1860	John Q. A. Stewart, M. D.
6	Private Institution for the Education of Feeble-Minded Youth.	Barre, Mass. ....	1848	George Brown, M. D. . .
7	Hillside School for Backward and Feeble Children	Fayville, Mass. .	1870	Mesdames Knight & Green.
8	Massachusetts School for Idiotic and Feeble-Minded Youth.	South Boston, Mass.	1848	George G. Tarbell, acting sup't.
9	Minnesota School for Idiots and Imbeciles .....	Faribault, Minn.	1879	George H. Knight, M. D.
10	New York State Idiot Asylum (Custodial Branch)	Newark, N. Y. . .	1878	C. C. Warner .....
11	Idiot Asylum, Randall's Island .....	New York, N. Y.	1868	Miss Mary C. Dunphy.
12	New York Asylum for Idiots* .....	Syracuse, N. Y. .	1851	H. B. Wilbur, M. D. ....
13	Ohio Institution for the Education of Imbecile Youth.*	Columbus, Ohio.	1857	Gustavus A. Doren, M. D.
14	Pennsylvania Training School for Feeble-Minded Children.	Elwyn, Pa. ....	1852	Isaac N. Kerlin, M. D. . .

\* From Report of the Commissioner of Education for 1880.

*a* These statistics are for 1879.

*b* Articulation is taught.

*c* Calisthenics and domestic labor are also taught.

*d* Painting is also taught.

*e* 27 of these are employés of the Soldiers' Orphan's Home also.

*f* Kindergarten instruction is given.

*g* State appropriation for two years.

*h* Various industries are taught.

*i* Teachers only.

for 1881; from replies to inquiries by the United States Bureau of Education.

the branches taught.

Number of instructors and other employes.	Number of inmates.			Branches taught.								Number dismissed improved since opening.	Income.	Expenditure.
	Male.	Female.	Total.	Object lessons.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Singing.			
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
25	47	31	78	<i>b</i> x	x	x	x	x	x					
61	218	156	374	<i>c</i> x	x	x	x	x		<i>d</i> x	x	404	\$60,000	\$60,000
635	50	27	77	( <i>f</i> )	x	x	x	x		x			\$10,000	12,817
27	98	62	160		<i>e</i> x	x	x	x	x		x	10	24,000	24,000
26	71	61	132	( <i>h</i> )	x	x	x	x	x		x	53	33,262	32,729
19	46	28	74	( <i>e</i> )	x	x	x	x	x	x	x	140		36,000
9	6	2	8	( <i>k</i> )	x	x	x	x	x	<i>d</i> x	x	15		
28	79	51	130	( <i>h</i> )	x	x	x	x	x				25,395	25,395
8	25	13	38	( <i>m</i> )	x	x	x	x		x	x	1	7,500	
14	128	128	256	( <i>n</i> )	0	0	0	0	0	0	0	0	15,000	13,240
54			81											
54			289	( <i>h</i> )	x	x	x	x				750	55,696	53,305
114	348	218	566		x	x	x	x	x			201	92,945	92,945
278	219	136	355	<i>f</i> <i>h</i> x	x	x	x	x			x	458	88,500	88,352

*j* Number dismissed improved up to the close of 1878.

*k* Instruction in fret-sawing and physical exercises is given.

*l* Number dismissed improved up to the close of 1880.

*m* Calisthenics, dancing, and various industries are taught.

*n* Nothing but industrial branches taught.

*o* Number dismissed improved up to the close of 1870.

*p* Number dismissed improved up to the close of 1877.

TABLE XXI.—*Statistics of reform schools for 1881; from*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
1	City and County Industrial School.	San Francisco, Cal..	City and county.	John F. McLaughlin..
2	Colorado State Industrial School.	Golden, Colo.....	State .....	William C. Sampson ..
3	State Reform School* .....	Meriden, Conn.....	State .....	George E. Howe .....
4	Connecticut Industrial School for Girls.	Middletown, Conn..	Private, aided by State.	Charles H. Bond .....
5	Chicago Industrial and Reform School.*	Chicago, Ill.....	Roman Catholic.	Brother Albion, superior.
6	House of the Good Shepherd*...	Chicago, Ill.....	Roman Catholic.	Mother Mary Angélique, superior.
7	Illinois State Reform School*....	Pontiac, Ill.....	State .....	J. D. Scouler, M. D. ....
8	Illinois Industrial School for Girls.*	South Evanston, Ill.	Private .....	Mrs. Flora L. Harwood
9	House of the Good Shepherd*...	Indianapolis, Ind ...	Sisters of the Good Shepherd.	Sister Mary of St. Anselm, superior.
10	Indiana Reformatory Institution for Women and Girls.	Indianapolis, Ind ...	State .....	Sarah J. Smith.....
11	Indiana House of Refuge .....	Plainfield, Ind.....	State .....	T. J. Charlton .....
12	Iowa Reform School .....	Eldora, Iowa .....	State .....	B. J. Miles .....
13	Girls' Department of the Iowa Reform School.	Mitchellville, Iowa..	State .....	Mrs. L. D. Lewelling, matron.
14	State Reform School .....	North Topeka, Kans.	State .....	J. G. Eckles .....
15	House of Refuge.....	Louisville, Ky .....	Municipal .....	Peter Caldwell .....
16	Boys' House of Refuge.....	New Orleans, La....	Municipal .....	.....
17	Maine State Reform School .....	Portland, Me .....	State .....	Joseph R. Farrington..
18	House of Refuge.....	Baltimore, Md .....	State, municipal, and private.	Robert Jabez Kirkwood.
19	House of the Good Shepherd. ...	Baltimore, Md .....	State partially ..	Rev. John Foley, D. D.
20	House of Reformation and Instruction for Colored Children.	Cheltenham, Md....	State and municipal.	General John W. Horn.
21	Female House of Refuge*.....	Ilchester, Md .....	Board of directors.	Rev. John W. Cornelius.
22	House of Reformation*.....	Boston, Mass.....	Municipal .....	Guy C. Underwood ...
23	Marcella Street Home .....	Boston, Mass .....	Municipal .....	Hollis M. Blackstone..
24	Penitent Females' Refuge.....	Boston, Mass .....	Private .....	Miss Frances A. Hutchinson.

\* From Report of the Commissioner of Education for 1880.  
a In 1879.



replies to inquiries by the United States Bureau of Education.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Means taken for the welfare of the inmates on leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1859	a19	a2	Under 18	Commitment by court .....	
1881	6	4	7-16	Conviction of crime, incorrigibility, viciousness, truancy, want or incompetency of control by parents or guardians, or indenture to the board of control by parents or guardians.	
1854	13	10	7-16	.....	Dismissed on "ticket of leave," and are looked after once in six months; if not doing well are recalled.
1870	3	20	8-16	Danger of falling into habits of vice and immorality.	Good homes are found; they are regularly visited and corresponded with, and guardianship retained until they are 21.
1863	.....	.....	.....	.....	
1859	0	a33	5 and over	Unruly conduct .....	
1871	b14	b6	10-16	Criminal offences only .....	None.
1877	1	5	Under 18	Commitment by county or need of protection.	Continual oversight given; if not properly cared for returned to the school.
1873	.....	13	15 and over	Commitment by city court for drunkenness or prostitution.	
1873	(12)		7-16	Incorrigibility and danger of entering a life of shame.	Correspondence, visitation, and help when needful.
1868	16	14	7-18	Must be homeless or bad boys ....	Dismissed on "tickets of leave," and these are renewed upon good conduct until the boy becomes 21 years of age.
1868	12	11	8-16	Must be of sound mind and body ..	Good homes are secured, and the boys are required to report once a month for a year.
1873	1	4	.....	Must be of sound mind and body ..	Corresponded with and visited.
(c)	1	1	8-16	Commitment by court for offences against the law, incorrigibility, vagrancy, truancy, or immorality.	Bound out as apprentices, dismissed to parents on probation, and supervision had of them during minority.
1865	13	6	7-16	Received at other ages by action of board of managers.	Homes are secured for those who have none of their own.
1850	.....	.....	5-18	Orphanage, theft, vagrancy, &c. .	
1850	9	8	8-16	Sentenced by courts for any offence except murder. Boys not received that are deaf and dumb or insane.	Some boys indentured during minority and some released on probation; the latter are required to report in writing every three months until finally discharged.
1855	19	5	6-20	Incorrigibility, viciousness, vagrancy, larceny, burglary, &c.	Boys are required to report half yearly and are visited to see if properly employed and cared for.
1864	.....	40	3-21	.....	Homes are provided.
1873	15	.....	6-16	For all offences .....	Homes provided for all who do not return to their parents.
1866	1	2	Under 18	Vagrancy, incorrigibility, or vicious conduct.	Placed in good homes and their interests guarded by the institution until 21 years of age.
1859	.....	.....	9-17	Vagrancy, incorrigibility, larceny, &c.	
1877	8	7	1½-21	Legal pauper residence in Boston.	Their welfare is carefully guarded by an agent under whose charge they are.
1821	.....	4	12-40	Need of reformation .....	Allowed to visit the institution and to stay there when out of work, corresponded with, and their welfare in their different situations looked after.

<sup>b</sup> These statistics are for two years ending September 30, 1880.

<sup>c</sup> Provided for by an act of the legislature of 1879, but not opened for reception of pupils until 1881.

TABLE XXI.—*Statistics of reform*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
25	Truant School*.....	Boston, Mass.....	Municipal.....	Guy C. Underwood...
26	Truant School*.....	Cambridge, Mass.....	Municipal.....	
27	Truant School*.....	Fall River, Mass.....	Municipal.....	
28	State Industrial School for Girls.	Lancaster, Mass.....	State.....	N. Porter Brown.....
29	Lawrence Industrial School.....	Lawrence, Mass.....	Municipal.....	Robert B. Risk.....
30	House of Reformation for Juvenile Offenders.*	Lowell, Mass.....	Municipal.....	Lorenzo Phelps.....
31	Truant School.....	New Bedford, Mass.....	Municipal.....	
32	Plummer Farm School.....	Salem, Mass.....	Private.....	Charles A. Johnson.....
33	Hampden County Truant School.	Springfield, Mass.....	County.....	R. C. Barrett.....
34	State Reform School.....	Westborough, Mass.....	State.....	Edmond T. Dooley.....
35	Worcester Truant School.....	Worcester, Mass.....	Municipal.....	Frank B. Parkhurst.....
36	Reform School for Girls.....	Near Adrian, Mich.....	State.....	Miss Emma A. Hall.....
37	Michigan State House of Correction and Reformatory.	Ionia, Mich.....	State.....	Erwin C. Watkins, warden.
38	State Reform School.....	Lansing, Mich.....	State.....	Cornelius A. Gower.....
39	Minnesota State Reform School*	St. Paul, Minn.....	State.....	Rev. J. G. Ribbeldoffer.....
40	House of Refuge.....	St. Louis, Mo.....	Municipal.....	John D. Shaffer.....
41	State Industrial School.....	Manchester, N. H.....	State.....	John C. Ray.....
42	St. Francis Catholic Protectory..	Denville, N. J.....	Roman Catholic.	Sister M. Gonzaga, superior.
43	New Jersey State Reform School*	Jamesburg, N. J.....	State.....	James H. Eastman.....
44	State Industrial School for Girls.	Trenton, N. J.....	State.....	Mrs. Harriet F. Perry, matron.
45	Newark City Home.....	Verona, N. J.....	Municipal.....	C. M. Harrison.....
46	House of Shelter*.....	Albany, N. Y. (52 Howard street).	Municipal.....	Mary L. Dare, matron.
47	Catholic Protectory for Boys*.....	Buffalo, N. Y.....	Roman Catholic.	Rev. Thomas F. Hines.
48	Catholic Protectory for Girls.....	Buffalo, N. Y.....	Municipal.....	Mother Mary of St. Bernard.
49	New York State Reformatory.....	Elmira, N. Y.....	State.....	Prof. Darias R. Ford, D. D.
50	Juvenile House of Industry of Brooklyn.*	New Lots, N. Y. (East New York).	Municipal.....	William McTammany.
51	Association for Befriending Children and Young Girls.*	New York, N. Y. (136 Second avenue).	Private.....	Mrs. Mary C. D. Starr, president.
52	House of the Good Shepherd....	New York, N. Y. (90th st. and East River).		Mother Mary of St. Magdalen, provincial.
53	New York House of Refuge.....	New York, N. Y. (Randall's Island).	State.....	Israel C. Jones.....
54	New York Juvenile Asylum....	New York, N. Y.....	State, municipal, and private.	Elisha M. and Elbert D. Carpenter.
55	New York Magdalen Benevolent Society.*	New York, N. Y. (7 East 88th street).	Municipal.....	Mrs. R. P. Hudson.....

\* From Report of the Commissioner of Education for 1880.

schools for 1881, &amp;c.—Continued.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Means taken for the welfare of the inmates on leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1877	-----	-----	8-15 Average 10	Truancy and absenteeism..... Truancy.....	
1855	*1	*11	7-17	Must be sent by courts or State board of health, lunacy, and charity.	Continual supervision by about seventy ladies in different parts of the State.
1874	2	3	8-15		
1851	1	0	7-16		Good situations secured and over sight given.
1881				Truancy.....	
1870	2	3	7-16		Leave the school on probation till they are 18 years of age; are returned if they fail to do well.
1880	2	3	7-15	Convicted of truancy.....	Their welfare looked after by officers of the institution.
1848	4	-----	7-17	Any offense not punishable by death or imprisonment for life.	They are visited and cared for by agents supplied by the State.
1863	-----	1	7-15		
(a)	2	9	7-17	Until 21; granted ticket of leave by board.	Provided with good homes.
1877	b14	-----			
1856	17	13	10-16	Commission of crime punishable by fine or imprisonment.	They are put in the care of the co-agents of the State board of corrections and charities.
1868	2	4	Under 16	Commitment by courts for any offense except murder.	Friendly interest shown and correspondence kept up.
1854	14	7	3-16	Must be residents of St. Louis....	
1854	5	7	8-17		Homes are provided for them and they are given a small amount of money and a change of clothing.
1875	1	6	6-15		
1867	13	12	8-16	Committed for any crime except murder or manslaughter.	General supervision is given.
1871	-----	4	7-16	Committed for any crime except murder or manslaughter.	
1873	7	7	5-18	Truancy, vagrancy, and petty crime.	
1868	-----	2	No limit.	Homelessness, indigence, &c.....	Placed in good homes.
1866	-----	14			
1866	-----	1	7-14	They must be Roman Catholic....	Situations procured or returned to friends.
1876	9	-----	16-30	Commitment by court for crime..	Conditionally released; they are supervised by agents of the reformatory, a monthly correspondence being carried on with all until they are released from their legal relations.
1854	13	-----	8-14		Returned to parents or guardians when 14 years of age.
1870	-----	-----		In need of reformation; received on voluntary application.	Restored to friends or provided with employment.
1825	37	32	Under 16	Violation of the statutes.....	Returned to friends; those indentured are cared for by correspondence and visitation.
1851	23	50	7-14	An order from a police magistrate or a surrender from parents or guardians of truant or incorrigible children.	Surrendered to parents or sent West.
1833	-----	4	13-21	Destitution and desire to reform..	Placed in homes and receive good attention from the institution.

a Provided for by an act of the legislature in 1879, but not opened for reception of pupils until 1881.  
 b 12 of these are "inmate assistants."

TABLE XXI.—*Statistics of reform*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
56	Western House of Refuge* .....	Rochester, N. Y. ....	State .....	Levi S. Fulton .....
57	Protectorate and Reformatory for Destitute Children.* .....	Utica, N. Y. ....	Roman Catholic.	Brother Hugh .....
58	New York Catholic Protectory..	Westchester, N. Y..	State and municipal.	Henry L. Hoguet, president.
59	Cincinnati House of Refuge....	Cincinnati, Ohio ....	Municipal and contributing membership.	Henry Oliver .....
60	Protectory for Boys* .....	Cincinnati, Ohio ...	Roman Catholic.	Franciscan Brothers..
61	House of Refuge and Correction.	Cleveland, Ohio ....	Municipal .....	W. D. Paterson .....
62	Girls' Industrial Home.....	Delaware, Ohio.....	State .....	D. R. Miller.....
63	State Reform School for Boys ...	Lancaster, Ohio ....	State .....	Charles Douglass....
64	House of Refuge and Correction*	Toledo, Ohio.....	Municipal .....	Almon A. McDonald..
65	Pennsylvania Reform School....	Pittsburgh, Pa. (Morgantown, Pa.)	State .....	Jerome A. Quay .....
66	House of Refuge* .....	Philadelphia, Pa....	Private corpora- tion.	J. Hood Laverty .....
67	Providence Reform School .....	Providence, R. I....	State .....	Frank M. Howe.....
68	Vermont Reform School.....	Vergennes, Vt.....	State .....	William G. Fairbank..
69	Wisconsin Industrial School for Girls.	Milwaukee, Wis....	State and private.	Mary E. Rockwell Cobb.
70	Wisconsin Industrial School for Boys.	Waukesha, Wis ....	State .....	William H. Sleep .....
71	Reform School .....	Washington, D. C ..	United States ..	S. C. Mullin .....

\* From Report of the Commissioner of Education for 1880.



schools for 1881, &amp;c.—Continued.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Means taken for the welfare of the inmates on leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1849	29	26	8-16	Vagrancy, disorderly conduct, &c..	Placed in homes and given supervision and care, or returned to friends, who are required to show that they are proper persons to have the care and training of the child.
.....	10	2	4-16	.....	Returned to friends or sent to service.
1863	48	36	7-16	Transferred by commissioners of public charity and correction of New York City.	Visited and cared for by an agent until their majority, or returned to parents or guardians.
1850	(a26)		Under 16	Homelessness, vagrancy, &c.....	Required to report monthly when released upon parole.
1871	(6)				
1869	1	27	9-15	Committed by probate court for incorrigibility and crime.	Provided homes in good families.
1856	32	21	10-16	Must have committed crime and must be sent by court.	Leave of absence for four months granted, which must be renewed or boy is returned.
1875	6	7	10-16	.....	Correspondence held; assistance and encouragement given.
(b)	29	13	7-21	Discretionary with board of managers.	Homes are provided for the homeless.
1828	12	17	7-16	Must be mentally and physically sound.	On probation for six months; afterwards under supervision of visiting agent.
1850	6	8	10-21	.....	Placed in good homes or returned to friends.
1865	7	8	Boys under 16; girls under 15. Under 16	.....	Cared for by superintendent by correspondence, &c.
1875	1	12	Under 16	Vagrancy, danger of vice, and leading a depraved life.	They are visited and corresponded with.
1860	38	16	10-16	None.....	
1869	.....	.....	7-16	Incorrigibility and law breaking..	None.

<sup>a</sup> Employés only; officers and teachers not reported.<sup>b</sup> Chartered in 1850 as "House of Refuge;" in 1872 named changed by act of legislature to Pennsylvania Reform School.

TABLE XXI.—Statistics of reform

NOTE.— x indicates

	Name.	Number committed during the year.	Number discharged during the year.	Present inmates.						
				Sex.		Race.		Nativity.		Both parents dead.
				Male.	Female.	White.	Colored.	Native.	Foreign.	
	1	11	12	13	14	15	16	17	18	19
1	City and County Industrial School....	190	42	119	65	a186	ab4	a161	a29	a4
2	Colorado State Industrial School.....	46		245	c1					
3	State Reform School*	148	109	307						
4	Connecticut Industrial School for Girls	61	47		174	154	20	167	7	19
5	Chicago Industrial and Reform School*.			145						
6	House of the Good Shepherd*			0	260					
7	Illinois State Reform School*	99	69	198	0	179	19	173	25	
8	Illinois Industrial School for Girls*.	42	28		41	41	0	e33	7	
9	House of the Good Shepherd*			0	23					
10	Indiana Reformatory Institution for Women and Girls.	52	57		148	141	7	140	8	52
11	Indiana House of Refuge .....	157	167	356		300	56	350	6	100
12	Iowa Reform School .....	50	30	205						
13	Girls' Department of the Iowa Reform School.				65	240	30	180	90	28
14	State Reform School .....	f49	1	f49		31	18			
15	House of Refuge .....	62	53	226	41	178	89	264	3	2
16	Boys' House of Refuge .....			g102		g43	g59	g101	g1	
17	Maine State Reform School .....	34	41	113		110	3			
18	House of Refuge .....	h77	16	240		240		ae73	ae3	a9
19	House of the Good Shepherd .....	159	98		200	200		194	6	121
20	House of Reformation and Instruction for Colored Children.	84	115	203			203	203		8
21	Female House of Refuge* .....	26	36		58	58		53	5	18
22	House of Reformation* .....	51	105	112	22					
23	Marcella Street Home .....	103	76	245	0	239	6	240	5	50
24	Penitent Females' Refuge .....	15	11		19	19		17	2	0
25	Truant School* .....	98	121	k148						
26	Truant School* .....	23		25	2					
27	Truant School* .....	5		7						
28	State Industrial School for Girls .....	29	760		55	52	3	14	41	2
29	Lawrence Industrial School .....	16	13	32		32		31	1	1
30	House of Reformation for Juvenile Offenders.*	64	64	102	4	106	0	91	15	0
31	Truant School .....	16		18		18			0	3
32	Plummer Farm School .....	16	13	30		29	1	30		3
33	Hampden County Truant School .....	11	17	37	2	39	0	m4	m35	3
34	State Reform School .....	71	113	n179		a66	a5	a56	a15	9
35	Worcester Truant School .....	12	7	8		8		8		0
36	Reform School for Girls .....	36		36	33	3	32	4	10	
37	Michigan State House of Correction and Reformatory.	889	845	a888	a1	a850	a39	a600	a289	a269
38	State Reform School .....	158	165	309	0	27	282	a120	a38	8
39	Minnesota State Reform School*.	43	40	109	10	o106	o3	o100	o9	7
40	House of Refuge .....	167	134	187	72	207	52			
41	State Industrial School .....	30	35	100	15	115	0	m38	m75	11
42	St. Francis Catholic Protectors .....			50						
43	New Jersey State Reform School*.	104	138	258		220	38			
44	State Industrial School for Girls .....	9	p25		25	19	6	20	5	3

\* From Report of the Commissioner of Education for 1880.

a Of those committed during the year.

b Two are Chinese.

c Number of inmates during six months ending December, 1881.

d Of those committed during two years.

e Also 1 unknown.

f Number received from opening in June, 1881, to December of the same year.

g These figures are for the year 1880.

h Three of these received as boarders.

i Also instrumental.

*schools for 1881, &c.—Continued.*

the studies taught.

Present inmates.							Studies.																											
Parents illiterate.	Illiterate when committed.		Number could read only when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.	Reading, writing, and spelling.	Arithmetic.	Algebra.	Book-keeping.	Geometry.	Geography.	Grammar.	History.	Philosophy.	Botany.	Physiology.	Drawing.	Music, vocal.															
	Native parentage.	Foreign-born parent-age.																																
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39															
							x	x				x	x																				1	
120	10	50	54	60	18	119	x	x				x	x																			2		
					40	57	x	x				x	x																			3		
							x	x				x	x																			4		
							x	x				x	x																			5		
							x	x				x	x																			6		
							x	x				x	x																			7		
							x	x				x	x																			8		
												x	x																			9		
												x	x																			10		
150					156	100	x	x				x	x																			11		
	3	11	26				x	x				x	x																			12		
												x	x																			13		
	a11		a19	a32	11	19	x	x				x	x																			14		
							x	x				x	x																			15		
							x	x				x	x																			16		
							x	x				x	x																			17		
							x	x				x	x																			18		
							x	x				x	x																			19		
							x	x				x	x																			20		
												x	x																			21		
							x	x				x	x																			22		
	25	2	13	205	27	40	x	x				x	x																			23		
0				19	0	0	x	x				x	x																			24		
							x	x				x	x																			25		
												x	x																			26		
												x	x																			27		
		3	17	35	17	15	x	x				x	x																			28		
	0		0	32	0	0	x	x				x	x																			29		
			a4	a60		4	x	x				x	x																			30		
												x	x																			31		
2	0	3	6	21	3	6	x	x				x	x																			32		
	0				5	5	x	x				x	x																			33		
	a4	0	a10	a57	4	10	x	x				x	x																			34		
	0	0	0	8	0	0	x	x				x	x																			35		
24	4	11	8	13	15	23	x	x				x	x																			36		
	a74	a42	a74	a699	a85	a80	x	x				x	x																			37		
												x	x																			38		
							x	x				x	x																			39		
							x	x				x	x																			40		
							x	x				x	x																			41		
							x	x				x	x																			42		
							x	x				x	x																			43		
							x	x				x	x																			44		

*j* This number May 1, 1880, which decreased before the close of the year to 42, owing to a decision of the court that certain children could not be held there.

*k* Also civil government.

*l* Placed at service on probation.

*m* Nativity of 2 not reported.

*n* Average number during the year.

*o* Race and nativity not reported in all cases.

*p* 15 of these indentured.

TABLE XXI.—*Statistics of reform*

NOTE.—x indicates

Name.	Number committed during the year.	Number discharged during the year.	Present inmates.						
			Sex.		Race.		Nativity.		Both parents dead.
			Male.	Female.	White.	Colored.	Native.	Foreign.	
1	11	12	13	14	15	16	17	18	19
45 Newark City Home.....	83	a64	134	20					
46 House of Shelter*	33		2	20	22		21	1	11
47 Catholic Protectory for Boys*			134						
48 Catholic Protectory for Girls.....	4	17		14	14		14		3
49 New York State Reformatory.....	255	275	500		492	8	200	300	
50 Juvenile House of Industry of Brooklyn.*	150	145	71	0	70	1	70	1	2
51 Association for Befriending Children and Young Girls.*									
52 House of the Good Shepherd.....	170	210		441					
53 New York House of Refuge.....	775	683	604	117	749	62			
54 New York Juvenile Asylum.....			711	172	861	22	809	74	31
55 New York Magdalen Benevolent Society.*	166	149		58	53	5			
56 Western House of Refuge*.....	338	338	465	127	558	34	c284	c54	c37
57 Protectorate and Reformatory for Destitute Children.*			35	0	35	0			
58 New York Catholic Protectory.....	871	820	1,346	667	2,010	3			
59 Cincinnati House of Refuge.....	247	200	193	73					
60 Protectory for Boys*.....			200						
61 House of Refuge and Correction.....	39	60	137	27					
62 Girls' Industrial Home.....	68	57		261	240	21			75
63 State Reform School for Boys.....	163	164	538		473	65			17
64 House of Refuge and Correction*.....	70	75	177		170	7	d147	d23	38
65 Pennsylvania Reform School.....	163	185	252	55	253	52	e286	e7	28
66 House of Refuge*.....	333	380	376	123	328	171	475	24	32
67 Providence Reform School.....	158	145	168	21	175	14	143	46	13
68 Vermont Reform School.....	20		83	19	101	1	102	0	6
69 Wisconsin Industrial School for Girls.	79	55	25	106	128	3	128	3	
70 Wisconsin Industrial School for Boys.	90	139	430	0	425	5	380	50	43
71 Reform School.....			138						

\* From Report of the Commissioner of Education for 1880.

a Paroled.

b Also political economy and commercial law.

c Of those committed during the year.





TABLE XXI.—*Statistics of reform*

NOTE.—x indicates

	Name.	Industries.												
		Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dress making.	Farming.	Fruit canning.	Gardening.	Housework.	Knitting.
1		40	41	42	43	44	45	46	47	48	49	50	51	52
1	City and County Industrial School .....									x		x	x	
2	Colorado State Industrial School .....	x					x					x	x	
3	State Reform School* .....					x				x		x	x	
4	Connecticut Industrial School for Girls .....								x				x	(d)
5	Chicago Industrial and Reform School* .....					x	x					x		
6	House of the Good Shepherd* .....								x			x	x	x
7	Illinois State Reform School* .....	x				x				x		x	x	
8	Illinois Industrial School for Girls* .....	x											x	x
9	House of the Good Shepherd* .....												x	
10	Indiana Reformatory Institution for Women and Girls .....					x							x	x
11	Indiana House of Refuge .....	x						x		x		x		
12	Iowa Reform School .....			x			(k)			x		x		
13	Girls' Department of the Iowa Reform School .....	x							x				x	x
14	State Reform School .....													
15	House of Refuge .....					l x				x		x	x	
16	Boys' House of Refuge .....			x	x									
17	Maine State Reform School .....							x		x				
18	House of Refuge .....	x					m x			x		x	x	
19	House of the Good Shepherd .....								x					
20	House of Reformation and Instruction for Colored Children .....	x								x			x	
21	Female House of Refuge* .....	x											x	
22	House of Reformation* .....													
23	Marcella Street Home .....													
24	Penitent Females' Refuge .....												x	x
25	Truant School* .....													
26	Truant School* .....													
27	Truant School* .....													
28	State Industrial School for Girls .....								x				x	
29	Lawrence Industrial School .....													
30	House of Reformation for Juvenile Offenders* .....					x				x		x		
31	Truant School .....													
32	Plummer Farm School .....						x					x	x	
33	Hampden County Truant School .....													
34	State Reform School .....					x				x		x	x	
35	Worcester Truant School .....													
36	Reform School for Girls .....								x			x	x	x
37	Michigan State House of Correction and Reformatory .....						q x							
38	State Reform School .....					x				x				
39	Minnesota State Reform School* .....	x					r x					x	x	
40	House of Refuge .....							x	x					
41	State Industrial School .....					x				x		x		
42	St. Francis Catholic Protectory .....													
43	New Jersey State Reform School* .....									s x				
44	State Industrial School for Girls .....	x											x	
45	Newark City Home .....	x			x				x	x				
46	House of Shelter* .....								x				x	
47	Catholic Protectory for Boys* .....			x				x						
48	Catholic Protectory for Girls .....													
49	New York State Reformatory .....			t x						x			x	
50	Juvenile House of Industry of Brooklyn* .....													
51	Association for Befriending Children and Young Girls* .....	x											x	
52	House of the Good Shepherd .....													

\* From Report of the Commissioner of Education for 1880.

a Number up to close of year 1879.

b In 1879.

c This for the boys; \$180 average annual cost for each inmate of the Magdalen Asylum.

d Crocheting and fancy worsted work taught.

e Number up to close of year 1878.

f In 1878.

g Total income.

h These statistics are for two years ending September 30, 1880.

i Includes expenditure for building.

j Exclusive of products of farm.

k Engineering taught.

l Also basket making.

*schools for 1881, &c.—Continued.*

the industries taught.

Industries.										Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.
Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.	Shirtnaking.	Shoemaking.	Shoe mending.	Tailoring.				Number of volumes.	Increase in the last school year.				
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	
x	.....	.....	.....	x	x	x	x	x	a3,121	.....	b400	.....	c\$277 44	.....	\$44,900	.....	1
x	.....	.....	.....	x	x	x	x	x	46	.....	.....	.....	.....	.....	.....	.....	2
x	.....	x	.....	.....	.....	.....	.....	.....	3,076	85	1,500	20	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	.....	.....	.....	524	67	1,400	100	156 00	\$20 00	47,013	\$3,500	4
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5
x	.....	.....	.....	x	.....	.....	.....	.....	e1,700	.....	f200	.....	.....	.....	f18,000	fg18,000	6
x	.....	.....	.....	.....	.....	.....	.....	.....	952	.....	h1,000	h340	164 23	20 27	h234,072	3,851	7
x	.....	.....	.....	x	x	.....	.....	.....	103	75	478	.....	175 00	.....	.....	.....	8
x	.....	.....	.....	.....	.....	.....	.....	.....	e568	.....	.....	.....	.....	.....	f2,991	f1,855	9
x	.....	.....	.....	x	.....	.....	.....	.....	*389	82	*300	*100	112 63	.....	*21,500	*2,100	10
.....	.....	.....	.....	.....	.....	x	.....	x	1,703	94	300	15	120 00	.....	j45,000	4,500	11
.....	.....	.....	.....	.....	.....	.....	.....	.....	801	75	650	40	108 00	.....	32,000	.....	12
x	.....	.....	.....	x	.....	.....	.....	.....	144	.....	.....	.....	.....	.....	.....	.....	13
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
x	.....	.....	.....	.....	.....	x	.....	.....	1,412	.....	600	100	78 67	23 48	29,063	6,271	15
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16
.....	.....	.....	.....	.....	.....	.....	.....	.....	1,687	.....	1,600	.....	129 00	.....	14,600	5,400	17
x	.....	.....	.....	x	x	x	x	x	3,090	.....	b1,000	.....	.....	.....	54,383	n16,412	18
.....	.....	.....	.....	.....	.....	.....	.....	.....	1,033	67	.....	.....	125 00	50 00	n15,000	13,112	19
x	.....	.....	.....	.....	.....	.....	.....	.....	697	.....	100	.....	.....	.....	20,000	1,200	20
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21
x	.....	.....	x	x	.....	.....	.....	.....	268	75	300	50	87 00	.....	5,473	.....	22
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	700	.....	106 13	.....	18,243	p4,646	23
.....	.....	.....	.....	x	.....	.....	.....	.....	977	.....	400	400	120 00	0	26,185	0	24
.....	.....	.....	.....	.....	.....	.....	.....	.....	2,000	.....	400	.....	.....	.....	4,000	300	25
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	106 13	.....	16,418	.....	26
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,230	.....	27
.....	.....	.....	.....	x	.....	.....	.....	.....	1,112	60	1,700	70	.....	30 00	15,290	1,958	28
.....	.....	.....	.....	.....	.....	.....	.....	.....	122	.....	700	100	250 00	54 15	5,930	1,733	29
.....	.....	.....	.....	.....	.....	.....	.....	.....	1,425	25	550	0	100 00	43 00	3,900	1,677	30
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	31
.....	.....	.....	.....	.....	.....	.....	.....	.....	153	75	764	18	215 70	80 62	6,255	2,338	32
.....	.....	.....	.....	.....	.....	.....	.....	.....	39	.....	.....	.....	.....	.....	.....	.....	33
.....	.....	.....	.....	.....	.....	.....	.....	.....	5,577	90	1,500	50	218 58	.....	39,345	4,000	34
.....	.....	.....	.....	.....	.....	.....	.....	.....	275	.....	200	.....	.....	.....	.....	.....	35
.....	.....	.....	.....	x	.....	.....	.....	.....	36	.....	75	75	.....	.....	.....	.....	36
.....	x	.....	.....	.....	.....	x	.....	.....	2,857	.....	1,200	150	137 89	76 59	54,054	28,493	37
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38
x	.....	.....	.....	x	.....	x	.....	x	2,470	.....	2,000	.....	115 00	.....	50,162	.....	39
.....	.....	.....	.....	.....	.....	.....	.....	.....	469	90	900	30	.....	.....	37,679	.....	40
.....	.....	.....	.....	.....	.....	.....	.....	.....	4,478	.....	500	.....	.....	.....	633,583	b7,476	41
.....	.....	.....	.....	.....	.....	.....	.....	.....	1,087	75	380	100	200 00	50 00	17,000	5,000	42
x	.....	.....	.....	x	x	.....	.....	x	1,051	70	650	.....	78 97	44 42	20,729	11,662	43
x	.....	.....	.....	x	x	.....	.....	.....	169	75	210	0	.....	.....	6,200	931	44
x	.....	.....	.....	x	x	.....	.....	x	a255	.....	b200	.....	95 04	.....	18,181	t1,460	45
x	.....	.....	.....	.....	.....	.....	.....	.....	583	.....	425	25	57 25	24 23	2,883	678	46
.....	.....	.....	(u)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47
.....	.....	.....	.....	.....	.....	.....	.....	.....	81	.....	.....	.....	.....	.....	.....	.....	48
.....	.....	.....	.....	.....	.....	x	.....	.....	1,238	84	1,000	100	180 00	120 00	90,000	60,000	49
.....	.....	.....	.....	.....	.....	.....	.....	.....	3,020	.....	300	120	.....	0	12,000	0	50
x	.....	.....	.....	x	.....	.....	.....	.....	e3,500	.....	.....	.....	.....	.....	.....	.....	51
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	55,729	.....	52

*m* Also basket making, gas making, engineering, and painting and glazing.

*n* Cash paid to treasurer by superintendent.

*o* Exclusive of buildings and repairs.

*p* Receipts from printing.

*q* Also manufacture of toy furniture, tubs and pails, and cigars.

*r* Also cabinet-making, painting, manufacture of toys and tin ware.

*s* Also brick making.

*t* Value of farm products.

*u* Type setting and electrotyping are taught.

*v* Also foundry work and manufacture of hollow-ware.

TABLE XXI.—*Statistics of reform*

NOTE.—x indicates

		Industries.												
Name.		Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dress making.	Farming.	Fruit canning.	Gardening.	Housework.	Knitting.
1		40	41	42	43	44	45	46	47	48	49	50	51	52
53	New York House of Refuge .....											x	x	x
54	New York Juvenile Asylum .....								x					
55	New York Magdalen Benevolent Society.*	x											x	
56	Western House of Refuge* .....	x				x			x	x		x	x	
57	Protectorate and Reformatory for Destitute Children.*								x				x	
58	New York Catholic Protectory .....		x			x	x			x		x	x	x
59	Cincinnati House of Refuge .....	x					x					x	x	
60	Protectory for Boys* .....													
61	House of Refuge and Correction .....				x									
62	Girls' Industrial Home .....				x							x	x	x
63	State Reform School for Boys .....	x	x		x		x			x		x	x	
64	House of Refuge and Correction* .....				e x					x		x	x	
65	Pennsylvania Reform School .....	x								x		x	x	
66	House of Refuge* .....				x	x								x
67	Providence Reform School .....							x	x			x	x	
68	Vermont Reform School .....					x				x			x	
69	Wisconsin Industrial School for Girls .....											x	x	
70	Wisconsin Industrial School for Boys .....	x								x		x	x	x
71	Reform School .....					x		x		x		x		

\* From Report of the Commissioner of Education for 1880.

a Income from all sources.

b Also glove making.

c In 1879.

d A large proportion of this is for permanent improvement and repairs.

TABLE XXI.—*Memoranda.*

Name.	Location.	Remarks.
Girls' House of Refuge .....	New Orleans, La..	No information received.
St. Alphonsus' House of Mercy .....	New Orleans, La..	No information received.
Detroit House of Correction .....	Detroit, Mich.....	A penal and reformatory institution for adults.



schools for 1881, &amp;c.—Continued.

the industries taught.

Industries.										Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.
Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.	Shirtmaking.	Shoemaking.	Shoe mending.	Tailoring.	Number of volumes.			Increase in the last school year.					
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	
.....	.....	.....	.....	.....	.....	.....	.....	.....	20,624	73	3,924	.....	\$157 61	\$51 30	\$137,435	\$39,555	53
x	.....	.....	.....	x	.....	x	.....	x	22,137	.....	800	50	.....	.....	142,841	.....	54
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	350	10	102 68	37 29	5,955	2,161	55
x	.....	.....	.....	x	.....	.....	.....	x	5,682	75	1,150	110	140 92	33 39	85,721	20,231	56
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	0	.....	.....	3,154	23,267	57
x	.....	.....	x	b x	.....	x	.....	x	16,000	90	.....	.....	128 32	17 03	308,385	35,376	58
x	.....	.....	x	x	.....	x	.....	x	4,588	.....	c2,000	.....	.....	.....	447,000	.....	59
.....	.....	.....	.....	.....	.....	.....	.....	.....	1,089	.....	c275	.....	100 68	.....	12,410	.....	60
x	.....	.....	.....	x	.....	.....	.....	.....	699	70	250	.....	85 05	.....	32,060	.....	61
.....	.....	.....	.....	.....	.....	x	.....	x	3,586	75	2,099	165	117 10	.....	70,272	7,000	62
x	.....	.....	.....	.....	.....	.....	.....	.....	605	80	250	250	130 00	.....	20,925	.....	63
.....	.....	.....	.....	.....	.....	x	.....	f x	3,601	80	323	80	110 82	.....	34,023	2,837	64
.....	.....	.....	.....	.....	.....	x	.....	x	13,600	87	30,000	.....	153 60	33 30	76,699	16,620	65
.....	.....	.....	.....	.....	.....	x	.....	x	3,125	.....	1,300	146	.....	.....	32,943	11,853	66
x	.....	.....	.....	x	.....	.....	.....	.....	631	75	400	50	.....	.....	18,238	4,304	67
x	.....	.....	g x	.....	.....	x	.....	x	304	75	300	100	105 86	5 00	12,386	700	68
.....	.....	.....	.....	x	x	x	x	x	1,891	.....	675	.....	120 00	.....	37,400	.....	69
.....	.....	.....	.....	.....	.....	.....	.....	.....	713	.....	.....	.....	.....	.....	437,622	4954	70

e Also manufacture of stockings.

f Also saddlery and harness making, carpet weaving, and painting.

g Also many kinds of fancy work.

h In 1880.

TABLE XXI.—Memoranda.

Name.	Location.	Remarks.
Sheltering Arms.....	Wilkinsburgh, Pa.	Removed to Allegheny.
Woman's Mission Home.....	Nashville, Tenn ..	No information received.
Galveston Reformatory.....	Galveston, Tex ...	No information received.

TABLE XXII.—Statistics of homes and asylums for orphan or dependent children, infant asylums, and industrial schools for 1881; from replies to inquiries by the United States Bureau of Education.

## PART I.—STATISTICS OF HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
1 Catholic Male Orphan Asylum .....	Mobile, Ala. (Lafayette st.)	.....	1847	Brother Paulinus .....	R. C .....	0	0	820
2 Church Home for Orphan Boys .....	Mobile, Ala.	.....	1879	Sister Harriet, C. D .....	P. E .....	.....	3	25
3 Church Home for Orphan Girls .....	Mobile, Ala.	.....	1864	Sister Harriet, C. D .....	P. E .....	.....	6	128
4 Protestant Orphan Asylum .....	Mobile, Ala.	1839	1864	Mrs. Laura Baggles, matron .....	Non-sect. ....	0	5	.....
5 Orphans' Home of the Synod of Alabama .....	Tuskegee, Ala.	1865	1867	Rev. G. R. Foster .....	Presb. ....	1	3	6325
6 Los Angeles Orphan Asylum .....	Los Angeles, Cal.	1869	1866	Sister Scholastica, Logsdon .....	R. C .....	.....	17	.....
7 Los Angeles Orphans' Home .....	Los Angeles, Cal.	1880	1880	Mrs. M. E. McLellan, financial sec'y .....	Non-sect. ....	1	2	66
8 Sacramento Protestant Orphan Asylum* .....	Sacramento, Cal.	1867	1867	Mrs. V. H. Hobbs, secretary .....	Non-sect. ....	2	4	6780
9 Methodist Chinese Mission .....	San Francisco, Cal. (916 Washington street).	.....	1871	Rev. Ous Gibson .....	M. E. ....	1	1	130
10 San Francisco Protestant Orphan Asylum .....	San Francisco, Cal.	.....	.....	Sister Stanislaus .....	R. C .....	.....	19	3,315
11 San Francisco Roman Catholic Female Orphan Asylum .....	San Francisco, Cal.	1868	1862	.....	Non-sect. ....	.....	1	250
12 Woman's Union Mission to Chinese Women and Children .....	San Francisco, Cal.	1869	1869	Rev. A. W. Loomis, D. D. ....	Non-sect. ....	.....	.....	.....
13 Female Orphan Asylum .....	San Juan, Cal.	.....	.....	Sister Carmen Argalaga, superioress .....	R. C .....	0	3	6200
14 Holy Cross School .....	Santa Cruz, Cal.	1875	1862	Sister Rose Genevieve .....	R. C .....	.....	10	1,300
15 Good Templars' Home for Orphans .....	Vallejo, Cal.	1869	1870	N. Smith, teacher .....	Non-sect. ....	2	10	536
16 Palmaro Vale Orphan Asylum .....	Watsonville, Cal.	.....	1869	Rev. Francis Codina .....	R. C .....	9	0	.....
17 Bridgeport Protestant Orphan Asylum* .....	Bridgeport, Conn.	1868	1868	Miss Lydia K. Ward, president .....	Non-sect. ....	.....	3	134
18 Hartford Orphan Asylum .....	Hartford, Conn.	1833	1829	Rev. Thomas C. Todd Hill, president .....	Non-sect. ....	2	12	.....
19 Middlesex County Orphans' Home .....	Middletown, Conn.	1877	1877	Mrs. Martha C. Todd Hill, president .....	Non-sect. ....	.....	.....	55
20 Home for the Friendless .....	New Haven, Conn.	1867	1867	Miss Elizabeth W. Davenport, pres't .....	Non-sect. ....	0	2	.....
21 New Haven Orphan Asylum .....	New Haven, Conn.	1833	1833	Mrs. Laura A. Kingsley, matron .....	Non-sect. ....	.....	.....	501,500
22 St. Francis Orphan Asylum* .....	New Haven, Conn.	1864	1864	Sister Mary Folioite .....	R. C .....	1	12	671
23 Home for Friendless and Destitute Children* .....	Wilmington, Del.	1863	1862	Mrs. Isaac Crouch, matron .....	Non-sect. ....	0	10	634
24 Augusta Orphan Asylum .....	Augusta, Ga.	1852	1854	Mrs. A. E. McKinnis .....	Non-sect. ....	1	6	676
25 St. Mary's Orphan Asylum* .....	Augusta, Ga.	1856	1853	Sister Mary Peter .....	R. C .....	.....	7	.....



TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
68 Orphans' Home Society a	La Teche, La. (Baldwin post office).	1867	1867	W. D. Godman, corresponding secretary.	Non-sect.	3	5	1,440
69 Asylum for Destitute Orphan Boys*	New Orleans, La.	1824	1824	George Burns	Jewish	2	2	609
70 Jewish Widows and Orphans' Home*	New Orleans, La.	1855	1855	N. J. Bmzel	R. C.	1	1	22
71 Louisiana Asylum	New Orleans, La. (cor. of Tonti and Hospital sts.).	1860	1860	Mother Theresa	Baptist	10	10	61,200
72 Louisiana Freedman's Baptist Orphans' Home	New Orleans, La. (Seventh district).	1857	1869	Rev. Thomas Peterson	R. C.	23	23	63,510
73 Mt. Carmel Female Orphan Asylum*	New Orleans, La. (53 Piety street).	1853	1853	Sister Justine, superioress	Non-sect.	6	6	390
74 Orphanage.	New Orleans, La. (40 Liberty street).	1838	1838	Lena Saunders	Non-sect.	4	4	1,200
75 The Protestant Orphans' Home.	New Orleans, La. (Seventh street).	1878	1878	Mrs. M. L. Middlemiss, secretary.	Non-sect.	2	2	1,448
76 Children's Home.	Bangor, Me.	1828	1828	Mrs. Mary L. Patten, secretary.	Non-sect.	1	1	130
77 Asylum of Our Lady of Lourdes.	Lewiston, Me.	1866	1866	Sister Côté, directress.	Hebrew	2	2	84
78 Female Orphan Asylum of Portland.	Portland, Me.	1860	1860	Miss L. B. Johnson, matron.	Non-sect.	2	2	61,086
79 Boys' Home.	Baltimore, Md. (n. w. cor. Calvert and Pleasant sts.).	1872	1872	John H. Lynch	Non-sect.	4	4	223
80 General German Orphan Asylum*	Baltimore, Md.	1854	1854	L. B. Schaefer	Non-sect.	12	12	.....
81 Hebrew Orphan Asylum of Baltimore*	Baltimore, Md. (Calverton Heights).	1873	1873	Jonas Gabriel	Non-sect.	12	12	.....
82 Home of the Friendless.	Baltimore, Md. (cor. Townsend street and Druid Hill avenue).	1878	1878	Sisters of Providence	R. C.	4	4	223
83 Orphan Asylum for Colored Girls.	Baltimore, Md. (Chase street and Forest Place).	1817	1817	Brother Hubert	R. C.	12	12	.....
84 St. James' Home for Boys.	Baltimore, Md. (cor. High and Low streets).	1818	1818	Sister Gertrude	R. C.	12	12	.....
St. Mary's Female Orphan School	Baltimore, Md. (70 Franklin street).	1817	1817	Sister Gertrude	R. C.	12	12	.....





TABLE XXII. — PART 1. — *Statistics of homes and asylums for orphan or dependent children for 1881* — Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
125 House of the Good Shepherd (Class of Preservation).	St. Louis, Mo. (17th street, bet. Chestnut and Pine).	1869	1849	Mother Mary of the Sacred Heart ..	R. C .....	.....	12	1,286
126 St. Bridget's Half-Orphan Asylum .....	St. Louis, Mo. (2649 Lucas Avenue).	1860	1862	Mother Seraphine.....	R. C .....	.....	*12	*650
127 St. Joseph's Convent of Mercy* .....	St. Louis, Mo. (231 and Morgan streets).	1857	1856	Mother Mary di Pazzi ..	R. C .....	.....	35	.....
128 St. Joseph's Male Orphan Asylum .....	St. Louis, Mo. (15th street and Clark avenue).	1841	1849	Sister M. Francis.....	R. C .....	.....	4	.....
129 Central Wesleyan Orphan Asylum.....	Warrenton, Mo. ....	1865	1864	Christian F. Schlenger ..	Gr. M. E. ..	1	3	157
130 St. Louis Protestant Orphan Asylum.....	Webster Groves, Mo. ....	1841	1834	Mrs. Geo. Pegram .....	Non-sect. ..	1	8	.....
131 State Orphans' Home .....	Carson City, Nev. ....	1869	1870	John H. Mills .....	Non-sect. ..	1	5	297
132 Orphans' Home .....	Concord, N. H. ....	1874	1866	Miss Sarah L. E. Carter ..	P. E .....	1	4	80
133 New Hampshire Orphans' Home .....	Franklin, N. H. ....	1871	1871	Mrs. A. R. Mack .....	Non-sect. ..	1	3	240
134 Children's Home* .....	Portsmouth, N. H. ....	1879	1877	Rev. Charles A. Holbrook ..	P. E .....	1	3	47
135 Camden Home for Friendless Children .....	Camden, N. J. ....	1869	1869	Mrs. M. J. Eastwood, matron ..	Non-sect. ..	.....	4	4150
136 West Jersey Orphanage for Destitute Colored Children.	Camden, N. J. (n. e. corner 6th and Mechanic streets).	1874	1875	Jane Price, matron .....	Non-sect. ..	2	2	31
137 Children's Friend Society*.....	Jersey City, N. J. ....	1863	1863	Sarah B. Winchester, matron ..	.....	0	4	273
138 Union Association of the Children's Home of Burlington County.	Mount Holly, N. J. ....	1864	1864	Mrs. M. H. Keeler, president ..	Non-sect. ..	0	4	253
139 Newark Orphan Asylum b .....	Newark, N. J. ....	1819	1848	Mrs. S. M. Van Vleck .....	Non-sect. ..	.....	8	653
140 Orange Orphan Home* .....	Orange, N. J. ....	1867	1854	Miss Mary Hubbel .....	Non-sect. ..	.....	3	144
141 Paterson Orphan Asylum Association .....	Paterson, N. J. ....	1864	1863	Miss E. W. Rogers, secretary ..	Non-sect. ..	1	3	238
142 St. Mary's Orphan Asylum* .....	Vailsburg, N. J. (near South Orange.) ..	.....	1859	Rev. G. W. Doane .....	R. C .....	.....	12	1,900
143 Albany Orphan Asylum .....	Albany, N. Y. (cor. Washington ave. and Robin street).	1831	1830	Albert D. Fuller .....	Non-sect. ..	*3	*5	2,895
144 Orphans' Home of St. Peter's Church.....	Albany, N. Y. ....	1875	1864	Kate T. Hand, secretary .....	P. E .....	.....	1	.....
145 St. Vincent's Female Orphan Asylum.....	Albany, N. Y. (106 Elm st.) ..	1849	1852	Sister Gabriella, sister servant ..	R. C .....	.....	11	.....
146 St. Vincent's Male Orphan Asylum .....	Albany, N. Y. ....	1849	1852	Brother Amphian .....	R. C .....	7	2	1,338
147 Cayuga Asylum for Destitute Children.....	Auburn, N. Y. ....	1852	1852	Mrs. Jane C. Rogers .....	Non-sect. ..	1	13	.....
148 Davenport Female Orphan Institute.....	Bath, N. Y. ....	.....	.....	.....	Non-sect. ..	.....	.....	.....

149	St. Mary's Catholic Orphanage	Binghamton, N. Y.	1870	Mother Stanislaus, superior	R. C.	8
150	Susquehanna Valley Home	Binghamton, N. Y.	1869	A. H. La Monte	Non-sect.	10
151	Brooklyn Howard Colored Orphan Asylum <sup>a</sup>	Brooklyn, N. Y. (Troy ave.)	1868	Está S. Hill, principal	Non-sect.	69
152	Brooklyn Union for Christian Work <sup>b</sup>	Brooklyn, N. Y.	1866	William A. Butler	Non-sect.	2,000
153	Convent of the Sisters of Mercy	Brooklyn, N. Y. (273 W. 108th ave.)	1871	Sister M. Teresa, superior	R. C.	36
154	Home for Destitute Children <sup>d</sup>	Brooklyn, N. Y. (Sterling Place, between Flatbush and Vanderbilt avenues)	1854	Gertrude L. Vanderbilt, secretary	Non-sect.	12
155	House of the Good Shepherd <sup>d</sup>	Brooklyn, N. Y. (Hopkinson ave. and Pacific st.)	1868	Sister Mary of Loretto, superioress	R. C.	36
156	Orphan Asylum Society of the City of Brooklyn <sup>a</sup>	Brooklyn, N. Y. (Atlantic avenue)	1835	Mrs. J. B. Hutchinson, first directress	Non-sect.	29
157	Orphans' Home, Church of the Holy Trinity	Brooklyn, N. Y. (E. D. Graham street, between Montrose and Johnson)	1861	Very Rev. Michael May	R. C.	8
158	Orphans' House on the Church Charity Foundation of Long Island.	Brooklyn, N. Y. (Albany ave. and Herkimer st.)	1851	Miss P. S. Van Nostrand, secretary	P. E.	2
159	St. John's Home	Brooklyn, N. Y.	1834	Sister M. Baptista	R. C.	10
160	St. Joseph's Female Orphan Asylum	Brooklyn, N. Y. (Willoughby ave., between Yates and Lewis)	1834	Sister Mary Lewis	R. C.	8
161	St. Vincent's Home for Homeless and Destitute Boys.	Brooklyn, N. Y. (7 Poplar street)	1869	Joseph V. Welsford	R. C.	2
162	Asylum of Our Lady of Refuge	Buffalo, N. Y.	1856	Mother Mary of St. Bernard	R. C.	5
163	Buffalo Orphan Asylum	Buffalo, N. Y.	1837	Mrs. M. M. Thomson, matron	Non-sect.	68
164	Church Charity Foundation	Buffalo, N. Y.	1836	Sister Louise, deaconess in charge	P. E.	2
165	Evangelical Lutheran St. John's Orphans' Home	Buffalo, N. Y.	1865	Rev. Christian Volz	Ev. Luth.	5
166	German Roman Catholic Orphan Asylum	Buffalo, N. Y. (East street)	1874	Sister Mary Xavier, superior	R. C.	1
167	St. Vincent's Female Orphan Asylum	Buffalo, N. Y. (41 Broadway)	1849	Sister Dolores	R. C.	12
168	Ontario Orphan Asylum	Canandaigua, N. Y.	1863	Mrs. A. S. Beigler	Non-sect.	4
169	St. Mary's Orphan Asylum	Canandaigua, N. Y.	1855	Sister M. Everista	R. C.	6
170	St. Mary's Orphan Asylum <sup>a</sup>	Clifton, N. Y. (Staton Island)	0	Susan Penimore Cooper	P. E.	4
171	Orphan House of the Holy Saviour	Cooperstown, N. Y.	1870	Sister M. Anastasia Donovan	R. C.	4
172	St. Mary's Orphan Asylum and School	Dunkirk, N. Y.	1858	Mother Mary de Chantal	R. C.	17
173	St. Malachy's Home	East New York, N. Y.	0	Mrs. R. H. Close	Non-sect.	4
174	Southern Tier Orphans' Home	Elmira, N. Y.	1868	L. G. Gurusey, sec. bd. trustees	Non-sect.	123
175	Hudson Orphan and Relief Association	Hudson, N. Y.	1846	Rev. G. C. Hollis	Lutheran	3
176	Home of the Friendless	Lockport, N. Y.	1869	Mrs. Hector Craig, first directress	Non-sect.	6
177	Warburg Orphans' Farm School of the Evangelical Lutheran Church	Mt. Vernon, N. Y.	1862	Orville K. Hutchinson	Non-sect.	20
178	Home for the Friendless	Newburgh, N. Y.	1838	Dr. Herman Baar	Hebrew	6
179	Colored Orphan Asylum	New York, N. Y. (143d street and Tenth avenue)	1832			1,100
180	Hebrew Orphan Asylum	New York, N. Y. (77th st. and Third avenue)	1832			

<sup>a</sup> From Report of the Commissioner of Education for 1880.

<sup>a</sup> Up to close of year 1879.

<sup>b</sup> The Newark Orphan Asylum Association has four auxiliary societies: at Newark, New Brunswick, Bloomfield, and Morris town.

<sup>c</sup> Number of teachers only.

<sup>d</sup> This Home was erected by the Brooklyn Industrial School Association, and represents school No. 3 of that association. It is intended as a home for such very poor children as require a home as well as a school.

<sup>e</sup> In 1879.

TABLE XXII.—PART I.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

Name	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
181 Hebrew Sheltering Guardian Society .....	New York, N. Y. (57th st., corner First avenue).	.....	.....	S. Dublin .....	.....	.....	.....	.....
182 Home for the Friendless, American Female Guardian Society.	New York, N. Y. (32 East 30th street).	1849	1848	Mrs. Charles C. North, president.	Non-sect.	1	16	*26, 655
183 Hospital of New York Society for the Relief of the Ruptured and Crippled.	New York, N. Y. (135 East 42d street).	1863	1862	James Knight, M. D., surgeon in chief.	Non-sect.	14	39	2, 737
184 Howard Mission and Home for Little Wanderers &c.	New York, N. Y. (40 New Bowery).	1864	1861	Joseph Hague, agent.	Non-sect.	.....	2	*12, 000
185 Institution of Mercy .....	New York, N. Y. (35 East Houston street).	1854	1846	Mother Mary Elizabeth Callanan.	R. C.	.....	14	612, 873
186 Ladies' Deborah Nursery and Child's Protectory ..	New York, N. Y. (95 East Broadway).	1878	1878	Max S. Davis.	Hebrew.	4	18	400
187 Ladies' Home Missionary Society (Five Points Mission).	New York, N. Y. (63 Park street).	1856	1850	Rev. S. I. Ferguson.	M. E.	4	9	25, 000
188 Leake and Watts Orphan House* .....	New York, N. Y. (110th st. and Ninth avenue).	1831	1843	Rev. Richard M. Hayden.	Non-sect.	5	23	.....
189 New York Society for the Prevention of Cruelty to Children.	New York, N. Y. (100 East 23d street).	1875	1875	E. Fellows Jenkins.	Non-sect.	.....	.....	5, 000
190 Orphan Asylum Society of the City of New York.	New York, N. Y. (West 73d st. and Broadway).	1807	1806	George E. Dumlup.	Non-sect.	3	21	2, 375
191 Orphans' Home and Asylum of the Protestant Episcopal Church.*	New York, N. Y. (49th st., cor. Lexington ave.).	1859	1851	Mrs. Susan M. Dutilh, first directress.	P. E.	1	10	1, 093
192 Roman Catholic Orphan Asylum .....	New York, N. Y. (cor. Madison ave. and 52d st.).	1852	1868	Sister M. Clotilde.	R. C.	.....	20	1, 350
193 Roman Catholic Orphan Asylum .....	New York, N. Y. (32 Prince st.).	1852	1826	Sister M. Pauline.	R. C.	.....	14	.....
194 Roman Catholic Orphan Asylum .....	New York, N. Y. (5th ave. and 52d st.).	1852	1826	Sister A. Borromeo.	R. C.	.....	27	3, 552
195 St. Barnabas House .....	New York, N. Y. (304 Mulberry st.).	1833	1865	Sister Ellen, sister in charge.	P. E.	.....	4	.....
196 St. James' Home .....	New York, N. Y. (68 New Chambers st.).	.....	.....	Sister Eugenie, sister servant.	R. C.	.....	.....	.....



197	St. Joseph's Asylum in the City of New York . . . . .	New York, N. Y. (Avenue A and 80th st.)	1859	Sister M. Paula, ss. DE N. D., superior.	R. C.	5	21	1,645
198	St. Stephen's Home for Children . . . . .	New York, N. Y. (145 East 28th st.)	1875	Sister F. Xavier, sister in charge . . .	R. C.	18	18	1,435
199	St. Vincent de Paul Orphan Asylum . . . . .	New York, N. Y. (215 West 30th street)	1868	Sister Anacasia, sister servant . . . .	R. C.	e15	e15	6821
200	The Sheltering Arms . . . . .	New York, N. Y. (10th ave., cor. 129th st.)	1864	Rev. Thomas M. Peters, D. D. . . . .	P. E.	7	7	1,147
201	The Society for the Relief of Half Orphan and Destitute Children . . . . .	New York, N. Y. (67 West 10th st.)	1837	Mrs. J. M. Campbell . . . . .	Non-sect.	1	20	3,940
202	Union Home and School . . . . .	New York, N. Y.	1852	Mrs. Julia Wilcox, matron . . . . .	Non-sect.	2	2	232
203	Oswego Orphan Asylum . . . . .	Oswego, N. Y.	1876	Rev. Butler Lawrence . . . . .	R. C.	10	5	235
204	Roman Catholic Orphan Asylum . . . . .	Peekskill, N. Y.	1871	Philemon Luck . . . . .	Non-sect.	1	4	91
205	Children's Home . . . . .	Peterborough, N. Y.	1872	Mrs. Rose Kent Platt, president . . .	Non-sect.	1	8	1,008
206	Home for the Friendless of Northern New York . . . . .	Plattsburgh, N. Y.	1874	James W. Peirce . . . . .	R. C.	1	8	1,008
207	Westchester Temporary Home for Protestant Children . . . . .	Plattsburgh, N. Y.	1877	Sister Mary Colette, sister servant . .	Non-sect.	1	9	3,600
208	St. Mary's Orphan Asylum . . . . .	Port Jervis, N. Y.	1852	Mrs. J. M. Farrar, matron . . . . .	P. E.	1	17	6276
209	Poughkeepsie Orphan Home and Home for the Friendless . . . . .	Poughkeepsie, N. Y.	1878	Mrs. C. E. Mathews, cor. sec . . . . .	Non-sect.	1	13	1,026
210	Western New York Home for Homeless and Destitute Children . . . . .	Randolph, N. Y.	1869	Charles Strong, cor. sec . . . . .	R. C.	1	15	2,921
211	Church Home of the Protestant Episcopal Church . . . . .	Rochester, N. Y. (Mt. Hope ave.)	1881	Mrs. William N. Sage, treasurer . . .	R. C.	1	11	671
212	New York State Children's Home Association e . . . . .	Rochester, N. Y.	1838	Sister Mary Gabriel, superior . . . .	R. C.	1	12	f2,036
213	Rochester Orphan Asylum . . . . .	Rochester, N. Y.	1863	Sister M. Enlalia . . . . .	Non-sect.	1	17	1,534
214	St. Joseph's German Orphan Asylum . . . . .	Rochester, N. Y.	1864	Sister Lorgia, superior . . . . .	P. E.	1	8	*250
215	St. Mary's Orphan Boys Asylum . . . . .	Rochester, N. Y.	1845	Sister M. Onesime . . . . .	Non-sect.	1	16	1,634
216	St. Patrick's Female Orphan Asylum . . . . .	Rochester, N. Y.	1845	Brother Candidus . . . . .	Non-sect.	1	4	*521
217	Ormelaga C. nity Orphan Asylum . . . . .	Syracuse, N. Y.	1860	M. L. Brandegee, treasurer . . . . .	Non-sect.	1	6	b2,047
218	St. Joseph's Asylum and House of Providence . . . . .	Syracuse, N. Y.	1863	Mrs. Cornelia Graham, first directress	Non-sect.	3	c9	b2,047
219	St. Vincent de Paul's Asylum and School . . . . .	Troy, N. Y.	1864	George R. Torrey . . . . .	Non-sect.	1	12	1,238
220	St. Vincent's Female Orphan Asylum . . . . .	Troy, N. Y.	1852	Mrs. A. M. Drew, matron . . . . .	R. C.	2	10	1,630
221	Troy Catholic Male Orphan Asylum . . . . .	Troy, N. Y.	1853	Rev. Alfred A. Watson, rector . . . .	P. E.	3	3	126
222	Troy Orphan Asylum . . . . .	Troy, N. Y. (294 Eighth street)	1872	Joseph Green . . . . .	Non-sect.	1	6	126
223	House of the Good Shepherd . . . . .	Utica, N. Y.	1872					
224	Utica Orphan Asylum . . . . .	Utica, N. Y.	1830					
225	Thomas Asylum for Orphan and Destitute Indian Children . . . . .	Versailles, N. Y.	1855					
226	Jefferson County Orphan Asylum . . . . .	Watertown, N. Y.	1859					
227	Society for Relief of Destitute Children of Seamen . . . . .	West New Brighton, N. Y.	1851					
228	St. Joseph's Male Orphan Asylum . . . . .	(Staten Island)	1851					
229	Orphan Asylum . . . . .	West Seneca, N. Y.	1873					
230	St. James' Home . . . . .	Oxford, N. C.	1870					
231	Belmont County Children's Home . . . . .	Wilmington, N. C.	1877					

\* From Report of the Commissioner of Education for 1880.

a The object of this mission is mainly to assist families in their own homes.

b Number up to close of the year 1879.

c In 1879.

d Buildings destroyed by fire in 1880 and school suspended; to be reopened in 1882.

e To be opened January, 1882.

f Since May, 1866.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1891—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
1	2	3	4	5	6	7	8	9	
232	The Children's Home	Cincinnati, Ohio	1864	1864	M. V. Crouse	Non-sect.	4	16	5,351
233	Cincinnati Orphan Asylum*	Cincinnati, Ohio	1832	1832	Mrs. A. J. C. Wilson, matron.	Non-sect.		2	17,300
234	Class of Preservation, Convent of the Good Shepherd.	Cincinnati, Ohio (Bank st.)	1833	1837	Mother M., of St. Joseph David.	R. C.		6	610
235	German General Protestant Orphan Asylum.	Cincinnati, Ohio (Highland Ave., Mt. Auburn).	1849	1850	Christian Jahres	Protestant		1	550
236	New Orphan Asylum for Colored Youth*	Cincinnati, Ohio	1845	1844	Willis Felton	Non-sect.	1	1	
237	St. Aloysius Orphan Asylum	Cincinnati, Ohio (Bond Hill P. O.).	1843	1839	Rev. Jerome Kilgerstein	R. C.	3	20	1,000
238	Cleveland Protestant Orphan Asylum*	Cleveland, Ohio	1853	1853	A. H. Shunk	Non-sect.	1	2	42,548
239	Jewish Orphan Asylum, I. O. E. B.	Cleveland, Ohio	1808	1808	Dr. Samuel Wolfenstein	Jewish	8	6	679
240	St. Joseph's Orphan Asylum*	Cleveland, Ohio	1863	1862	Miss M. Le. Masson, superiress	R. C.	15	31	61,277
241	St. Mary's Orphan Asylum	Cleveland, Ohio	1854	1851	Miss M. Le. Masson, superiress	R. C.	1	7	1,397
242	St. Vincent's Male Orphan Asylum	Cleveland, Ohio (Monroe st.)	1854	1853	Mother M. Joseph	Non-sect.	4	16	280
243	Franklin County Children's Home.	Columbus, Ohio	1880	1875	William F. Schatz, M. D.	R. C.	5	0	150
244	St. Joseph's Orphan Asylum	Columbus, Ohio	1875	1873	Rev. Joseph Jessing	R. C.	2	12	397
245	St. Vincent's Orphan Asylum	Columbus, Ohio	1874	1875	Rev. J. C. Goldschmidt	Non-sect.	(14)	2	905
246	Montgomery County Children's Home.	Dayton, Ohio	1867	1849	Mary E. Mants, matron	R. C.	1	2	54
247	St. Joseph's Orphan Home*	Dayton, Ohio	1872	1849	Frank Fahrmeier	R. C.	4	5	*294
248	Ebenezer Orphan Asylum	Flat Rock, Ohio	1868	1866	J. E. Dreisbach	Baptist		1	
249	Children's Home of Lawrence County*	Ironton, Ohio	1874	1874	Della Tipton, matron	Non-sect.	1	9	200
250	Warren County Orphan Asylum and Children's Home.*	Lebanon, Ohio	1874	1874	Henry J. Dunham	Non-sect.			
251	Morgan County Children's Home	McConnellsville, Ohio	1881	1881	J. H. Barker	Non-sect.	(3)		37
252	Washington County Children's Home*	Marietta, Ohio	1866	1867	S. D. Hart, M. D.	Non-sect.	2	11	661
253	Fairmount Children's Home	Mt. Union, Ohio	1876	1876	John K. Niesz	Non-sect.	4	17	544
254	Home for Friendless Children*	Mt. Vernon, Ohio	1876	1875	G. W. McWuerter	Non-sect.	1	3	80
255	Orphan Home	Newark, Ohio				Non-sect.			
256	Scioto County Children's Home.	Portsmouth, Ohio (lock box 67).	0	1877	R. Ball, secretary.	Non-sect.	2	8	301
257	Clarke County Children's Home	Springfield, Ohio	1878	1878	N. McConkey	Non-sect.	2	10	196
258	Citizen Hospital and Orphan Asylum	Tiffin, Ohio	1869	1869	Rev. J. L. Blinn	R. C.	4	30	225

259	German Evangelical Lutheran Orphans' Asylum.	Toledo, Ohio	1860	Charles Beckel.	Ev. Luth.	2	6322
260	Protestant Orphans' Home	Toledo, Ohio	1867	Miss J. A. McConnell	Non-sect.	6	650
261	Protestant Children's Home	Toledo, Ohio	1878	W. Barnes	Baptist	15	169
262	Ohio Soldiers' and Sailors' Orphans' Home.	Xenia, Ohio	1870	William L. Shaw	Non-sect.	29	1,734
263	The John Chittenden Children's Home.	Zanesville, Ohio	1860	Alexander Grant, president	Non-sect.	2	320
264	Children's Home (Ladies' Relief Society).	Portland, Oreg.	1871	Mrs. George Woods, matron	Non-sect.	4	48
265	Home for Colored Children (Women's Christian Association of Pittsburgh and Allegheny).	Allegheny, Pa.	1851	Miss Matilda Ware	Non-sect.	4	400
266	Home of the Good Shepherd	Allegheny, Pa. (Troy Hill)	1879	Mother Mary of St. Casimir, superior.	R. C.	11	3,000
267	Protestant Orphan Asylum of Pittsburgh and Allegheny.	Allegheny, Pa.	1834	Mrs. Northrop, matron.	Non-sect.	11	585
268	St. Joseph's Orphan Asylum*	Allegheny, Pa. (Troy Hill)	1853	Sister Mary Rosamunda.	R. C.	9	250
269	St. Paul's Orphan Home	Butler, Pa.	1868	Rev. P. C. Prugh.	Ref. Ch.	3	1,017
270	White Hall Soldiers' Orphan School	Camp Hill, Pa.	1866	Jr. Addison Moore, principal	Non-sect.	8	758
271	Chester Springs Soldiers' Orphan School*	Chester Springs, Pa.	1868	Mrs. E. H. Moore.	Non-sect.	13	892
272	Dayton Soldiers' Orphan School	Dayton, Pa.	1866	Mrs. E. McC. Ambrose	Non-sect.	5	805
273	Home for the Friendless*	Dayton, Pa.	1871	Miss Mary Myers, matron	Non-sect.	8	700
274	St. Joseph's Orphan Asylum	Erie, Pa.	1866	Sister Ambrose Power.	R. C.	10	529
275	Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.	Germantown, Pa.	1860	Charles F. Kuhle.	Lutheran	4	9
276	Pauline Home for Children*	Germantown, Pa. (22d ward).	1865	H. S. Sweet.	Non-sect.	8	120
277	Harford Soldiers' Orphan School	Harford, Pa.	1865	Mrs. S. A. Rea, matron	Non-sect.	3	900
278	Home for the Friendless	Harrisburg, Pa.	1872	Rev. A. H. Waters	Non-sect.	9	765
279	Uniontown Soldiers' Orphan School	Uniontown, Pa.	0	Mrs. Kate Hamaker, matron	Non-sect.	1	1,800
280	Home for Friendless Children of the City and County of Lancaster.	Lancaster, Pa.	1859				
281	Fressler Orphans' Home*	Louisville, Pa.	1867	Rev. P. Willard	Lutheran	9	13
282	McAlisterville Soldiers' Orphan School	McAlisterville, Pa.	1864	George F. McFarland	Non-sect.	13	1,120
283	Mansfield Soldiers' Orphan School	Mansfield, Pa.	1867	V. R. Pratt	Non-sect.	7	773
284	Mercer Soldiers' Orphan School*	Mercer, Pa.	0	J. M. Sherwood, principal	Non-sect.	5	769
285	Emans Orphan House	Middletown, Pa.	1828	William A. Croll, principal	Lutheran	16	*900
286	Mount Joy Soldiers' Orphan School	Mount Joy, Pa.	1864	M. J. Brecht	Non-sect.	4	1,168
287	Sisters of the Holy Humility of Mary	New Bedford, Pa.	1875	Mother Mary Anna, superioress.	R. C.	6	540
288	Baptist Orphanage*	Philadelphia, Pa.	1879	Mrs. Margaret Halliday, matron	Baptist	3	26
289	Bethesda Children's Christian Home*	Philadelphia, Pa. (Chestnut Hill).	0	Miss Anna Clement	Non-sect.	16	1,000
290	Burd Orphan Asylum of St. Stephen's Church.	Philadelphia, Pa.	1856	Rev. Gideon J. Burton, A. M.	P. E.	2	135
291	Church Home for Children*	Philadelphia, Pa. (Angora Station).	1856	Mrs. Cooke, matron	P. E.	1	386
292	The Educational Home	Philadelphia, Pa. (cor. 49th street and Greenway ave.).	1871	Robert Gow and John Holt	P. E.	c9	
293	Foster Home Association.	Philadelphia, Pa.	1839	Sarah R. Davidson	Non-sect.	5	2,776
294	Girard College for Orphans	Philadelphia, Pa.	1848	William H. Allen, LL. D., president	Non-sect.	19	600
295	Home for Destitute Colored Children*	Philadelphia, Pa. (Woodland avenue).	1856	Samuel A. Evans	Non-sect.	1	
296	Jewish Foster Home and Orphan Asylum	Philadelphia, Pa.	1855	Rev. Nathan Ruzanowsky	Hebrew	1	1
297	Lincoln Institution	Philadelphia, Pa. (308 South 11th street).	1866	William M. Hugg	P. E.	c6	6345

c In 1879.

a Up to close of year 1878.

b Up to close of year 1879.

\* From Report of the Commissioner of Education for 1880.



TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
298 Newsboys' Aid Society*	Philadelphia, Pa. ....	1879	1879	Lewis A. Hadley .....	Non-sect. ....	1	2	106
299 Northern Home for Friendless Children*	Philadelphia, Pa. (n. e. cor. 23d and Brown streets) ..	1854	1854	Amos G. Huber .....	Non-sect. ....	5	15	44,776
300 Philadelphia Orphan Asylum. ....	Philadelphia, Pa. (64th st. and Landdowne ave.) ..	1815	1815	Mrs. Maria Lodor, matron ..	Non-sect. ....	1	14	1,200
301 Presbyterian Orphanage in the State of Pennsylvania.	Philadelphia, Pa. (Darby) ..	1877	1878	Miss Sarah F. Cuyler, cor. sec.	Presb. ....		6	70
302 St. Mary Magdalen de Pazzi's Asylum for Italian Orphan Girls.	Philadelphia, Pa. (913 S. 7th street) ..	0	1876	Mother Maria Giuseppe ..	R. C. ....		5	18
303 Soldiers' Orphan Institute*	Philadelphia, Pa. ....		1865	William Boglo .....	Non-sect. ....	8	22	2,018
304 Southern Home for Destitute Children	Philadelphia, Pa. (s. e. cor. 12th and Fitzwater sts.) ..	1850	1850	Mrs. William Singely, president	Non-sect. ....		11	
305 "The Shelter" for Colored Orphans	Philadelphia, Pa. (44th and Haverford sts.) ..	1822	1819	Elizabeth C. Lorry, secretary	Friends .....	1	4	
306 Union Temporary Home*	Philadelphia, Pa. (n. e. cor. 16th and Poplar streets) ..	1857	1857		Non-sect. ....			
307 Western Home for Poor Children*	Philadelphia, Pa. (41st and Baring streets) ..	1857	1857		Non-sect. ....			
308 St. Michael's Orphan Asylum .....	Pittsburgh, Pa. (south side) ..	1873	1873	Andrew Stock .....	Ger. R. C. ....		3	37
309 Benovolent Association Home for Children.	Pottsville, Pa. ....	1873	1873	Chas. H. Wolfgen, treasurer	Non-sect. ....	1	1	
310 St. Catherine's Female Orphan Asylum	Reading, Pa. (1026 Franklin street) ..	1873	1872	Sisters of Charity .....	R. C. ....	5	5	112
311 Home for Friendless Women and Children	Scranton, Pa. ....	1873	1871	Mrs. James Blair, president.	Non-sect. ....		8	361
312 St. Vincent's Orphan Asylum .....	Tucony, Pa. ....	1856	1857	Sister Mary Regina, superior.	R. C. ....		11	926
313 Home for Friendless Children	Williamsport, Pa. ....	1852	1852		Non-sect. ....			
314 Allegheny County Home .....	Woodville, Pa. ....	1865	1864	D. C. Hultz .....	Non-sect. ....	1	3	
315 Bethany Orphan Home .....	Womelsdorf, Pa. ....	1865	1865	Rev. D. B. Albright .....	Rf. Ch. U.S. ....			
316 Children's Home for Borough and County of York.	York, Pa. ....	1865	1865	Samuel Small, president ..	Non-sect. ....	1	5	27
317 Bristol Home for Destitute Children	Bristol, R. I. ....	1867	1866	Miss Hannah (artside ..	Non-sect. ....		1	56
318 St. Mary's Orphanage*	East Providence, R. I. ....	1879	1878	Daniel I. Odell .....	P. E. ....	1	3	
319 Children's Friend Society .....	Providence, R. I. (47 Tobey street) ..	1836	1835	Mrs. Sarah F. Tobey, president.			5	1,277



320	Providence Association for the Benefit of Colored Children.	Providence R. I. (20 Olive street).	1846	1858	Non-sect.	3	a500
321	St. Aloysius Orphan Asylum.	South Providence, R. I.	1862	1862	R. C.	1	*1,180
322	Holy Communion Church Institute <sup>a</sup> .	Charleston, S. C. (Broad st., cor. Court House Square).	1871	1867	P. E.	2	2,100
323	Thornwell Orphanage	Clinton, S. C.	1873	1875	Presb.	2	44
324	Carolina Orphan Home <sup>c</sup> .	Spartanburg, S. C.	1872	1873	M. E. So.	1	25
325	Canfield Orphan Asylum <sup>*</sup>	Memphis, Tenn.	1866	1867	P. E.	0	d1,000
326	Church Orphans' Home <sup>*</sup>	Nashville, Tenn.	1847	1845	Non-sect.	1	480
327	Nashville Protestant Orphan Asylum	Nashville, Tenn.	0	1864	R. C.	4	18
328	St. Mary's Orphan Asylum <sup>*</sup>	San Antonio, Tex.	1865	1865	Non-sect.	9	10
329	St. Joseph's Orphan Asylum <sup>*</sup>	Burlington, Vt.	1866	1864	R. C.	10	1,500
330	Home for Destitute Children	Burlington, Vt.	1866	1856	Non-sect.	2	335
331	Providence Orphan Asylum	Norfolk, Va.	1865	1861	Baptist	1	d319
332	Jackson Orphan Asylum	Portsmouth, Va.	1856	1856	Non-sect.	2	435
333	Portsmouth Orphan Asylum <sup>*</sup>	Richmond, Va.	1846	1854	R. C.	0	122
334	Richmond Male Orphan Asylum <sup>*</sup>	Richmond, Va.	1868	1861	Non-sect.	4	500
335	St. Joseph's Orphan Asylum	Fond du Lac, Wis.	1874	1877	R. C.	1	101
336	St. Paul's Church Home	Green Bay, Wis.	1872	1874	P. E.	2	1,066
337	Home for the Friendless <sup>*</sup>	Green Bay, Wis.	1879	1875	Non-sect.	4	1,078
338	Cadle Home and Hospital <sup>*</sup>	La Crosse, Wis.	1851	1850	R. C.	6	90
339	St. Joseph's Male Orphan Asylum	Milwaukee, Wis.	1860	1864	Non-sect.	1	60
340	St. Michael's Orphan Asylum	Milwaukee, Wis.	1856	1858	R. C.	1	855
341	Milwaukee Orphans' Asylum	Racine, Wis.	1868	1872	Non-sect.	1	800
342	St. Joseph's Asylum	Sparta, Wis.	1879	1879	R. C.	10	3,000
343	St. Rose's Orphan Asylum	Washington, D. C.	1855	1856	Non-sect.	14	a438
344	St. Joseph's Asylum	Washington, D. C.	1828	1826	R. C.	7	
345	Taylor Orphan Asylum <sup>*</sup>	Cherokee Nation, Ind. Ter.	1871	1872	Non-sect.	18	
346	St. Francis Female Orphan Asylum <sup>*</sup>	Santa Fé, N. Mex.	1865	1865	R. C.		
347	German Orphan Asylum						
348	National Home for Destitute Colored Women and Children.						
349	St. Joseph's Orphan Asylum	Washington, D. C.	1855	1856	R. C.	10	800
350	St. Vincent's Female Orphan Asylum <sup>*</sup>	Washington, D. C.	1828	1826	R. C.	14	3,000
351	St. Vincent's Female Orphan Asylum <sup>*</sup>	Cherokee Nation, Ind. Ter.	1871	1872	Non-sect.	7	a438
352	Cherokee Orphan Asylum <sup>*</sup>	Santa Fé, N. Mex.	1865	1865	R. C.	18	
353	St. Vincent's Asylum and Industrial Home						

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> Number up to close of year 1879.

<sup>b</sup> Buildings destroyed by fire in November, 1881; to be rebuilt in 1882 children temporarily cared for elsewhere.

<sup>c</sup> Suspended.  
<sup>d</sup> Up to close of year 1878.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for 1881*—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
1 Catholic Male Orphan Asylum.....	4-14	17	Contributions.....	Gardening and tailoring..	Placed with well-to-do parties in the city.
2 Church Home for Orphan Boys.....	Under 10....	12 and 15	Contributions and proceeds of annual bazaar.	Baking, dairy work, gardening, tailoring, &c.	Given an outfit of clothing and placed in suitable situations.
3 Church Home for Orphan Girls.....	Under 10....	18	Contributions and proceeds of annual bazaar.	Domestic work, dairy work, housekeeping.	Good situations, with wages, are found, and outfit of clothing provided.
4 Protestant Orphan Asylum.....	Under 14....	No limit	Contributions, together with small legacy.	Gardening, housework, and sewing.	Provided with good homes in families or situations in stores.
5 Orphans' Home of the Synod of Alabama.	3-13	16	Voluntary contributions.....	Horsework and farming.	Homes in good families are found.
6 Los Angeles Orphan Asylum.....	1-17	No limit	State appropriation, contributions, and board of inmates.	Sewing and fancy work...	Given three full suits of clothing.
7 Los Angeles Orphans' Home.....	2-14	14	State appropriation and charity.	None.....	Indentured, adopted, or returned to friends.
8 Sacramento Protestant Orphan Asylum*.	Under 14....	No limit	State appropriation, donations, rents, &c.	.....	Adopted, indentured, put to service, or taken by friends.
9 Methodist Chinese Mission.....	No limit	No limit	By appropriation.....	Domestic work and sewing.	Given two full suits of clothing.
10 San Francisco Protestant Orphan Asylum.	6-14	14	State appropriation.....	.....	If possible, homes are secured for them.
11 San Francisco Roman Catholic Female Orphan Asylum.	No limit	No limit	Voluntary contributions.....	Sewing.....	Procure them good situations.
12 Woman's Union Mission to Chinese Women and Children.	3-14	14	State appropriation and donations.	Domestic work and sewing.	.....
13 Female Orphan Asylum.....	No limit	14	Appropriation, board of inmates, and contributions.	Dressmaking, house and fancy work.	Placed in good homes.
14 Holy Cross School.....	1-14	14	State appropriation, contributions, and members dues.	Domestic work.....	Good situations are procured for them.
15 Good Templars' Home for Orphans.....	6-12	12	Appropriation and donations.....	Household duties.....	Given an outfit of clothing and \$50.
16 Pájaro Vale Orphan Asylum.....	3-12	12	Voluntary contributions.....	.....	.....
17 Bridgeport Protestant Orphan Asylum*.	.....	.....	.....	.....	.....

18	Hartford Orphan Asylum .....	Under 11 .....	12	By endowment .....	Domestic work and farming.	Adopted or indentured.
19	Middlesex County Orphans' Home .....	No limit .....	No limit .....	Voluntary contributions .....	Domestic work .....	Placed in good homes.
20	Home for the Friendless .....	2-10 .....	12	Contributions and a small fund .....	None .....	Homes are secured, or returned to friends.
21	New Haven Orphan Asylum .....	2-12 .....	Over 14 .....	Contributions, and \$1,200 from the school board, and \$1,000 from the city of New Haven.	Housework and sewing .....	Adopted or placed in homes.
22	St. Francis Orphan Asylum* .....	2-14 .....	14	By endowment and subscription .....	None .....	Apprenticed or placed at service.
23	Home for Friendless and Destitute Children.* .....	3 .....	No limit .....	By endowment .....	General housework and farm work.	Homes are found.
24	Augusta Orphan Asylum .....	5-12 .....	14-15 .....	By contribution .....	Domestic work and sewing.	Employment in families provided.
25	St. Mary's Orphan Asylum* .....	1-7 .....	18	By endowment .....	Cookery, general housework, and sewing.	Good homes are found.
26	Columbus Female Orphan Asylum* .....	3-12 .....	No limit .....	Contributions and proceeds of farm.	Domestic work and farming.	None.
27	Orphans' Home, North Georgia Conference. ....	3-12 .....	18	Endowment and subscriptions .....	General housework .....	Provided with good homes and given an outfit of clothing.
28	Appleton Church Home. ....	3-12 .....	No limit .....	Voluntary contributions .....	Domestic work and farming.	Good homes provided, where they are received as members of families.
29	Orphans' Home, South Georgia Conference. ....	2-15 .....	No limit .....	Voluntary contributions .....	Domestic work and sewing.	A good wardrobe and situations provided.
30	Episcopal Orphans' Home .....	3-12 .....	18	Subscriptions .....	Farming and trades .....	Boys are apprenticed and girls are placed as servants in good families.
31	Union Society, Bethesda Orphan Home .....	4-15 .....	No limit .....	Subscriptions of members, income from rents, &c.	Farming and gardening and domestic work.	Placed in good Catholic families.
32	German Evangelical Lutheran Orphan Asylum.* .....	1-14 .....	No limit .....	Voluntary contributions .....	All domestic work .....	Good homes are provided.
33	St. Agnes Orphan Asylum .....	2-13 .....	13	Contributions .....	None .....	Employment is found for them, and they are given the privilege of returning to the institution when in need of a home.
34	Chicago Protestant Orphan Asylum .....	Under 12 .....	No limit .....	Voluntary contributions .....	Church contributions and pay for half orphans.	Adopted or apprenticed.
35	St. Joseph's Orphan Asylum .....	3-12 .....	12	Voluntary contributions .....	Farming .....	Returned to friends or placed in homes.
36	Ulrich Orphan Asylum* .....	2 .....	About 14 .....	Contributions, endowment, and board of half orphans.	Domestic work, sewing, farming, gardening, and care of horses.	Adopted or furnished with employment.
37	German Catholic Orphan Asylum* .....	2-12 .....	14	State appropriation .....	Domestic duties .....	Placed in families.
38	Illinois Soldiers' Orphans' Home .....	Under 14 .....	No limit .....	City appropriation and contributions .....	Domestic duties .....	Provided with a good home, two suits of clothing, and a Bible.
39	Home for the Friendless .....	No limit .....	14-15 .....	Contributions from St. Aloysius Orphan Society.	Domestic duties .....	
40	St. Aloysius Orphan Asylum .....	Under 10 .....	13	County appropriation, contributions, and interest on endowment fund.		
41	Woodland Home for Orphans and Friendless.* .....	1-13 .....				
42	Evansville Orphan Asylum .....					

\*From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for 1881*—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
43 Asylum for Friendless Colored Children..	Under 12....	.....	Appropriation, contributions, and endowment.....	General house duties.....	Educated and placed in good homes.
44 Indianapolis Orphans' Asylum.....	Under 12....	Under 12....	County appropriation, contributions, and endowment.	Domestic work, sewing, and knitting.....	Adopted, indentured, given a trade, and given \$100 when 21 years of age.
45 Jeffersonville Orphan Asylum.....	Under 12....	15	County appropriation and public charity.....	.....	.....
46 Indiana Soldiers' Orphans' Home*.....	6-15	15	State appropriation.....	None.....	Placed in good homes.
47 St. Joseph's Orphan Asylum.....	2-12	No limit.....	Contributions and proceeds of farm.	General housework, knitting, sewing, cookery, and laundry work.	Placed in good homes.
48 St. Joseph's Orphan Asylum and Manual Labor School.	During minority.	No limit.....	.....	General housework and sewing.	Placed in good homes.
49 Home of the Friendless.....	.....	.....	City appropriation and contributions.	.....	Adopted, placed at service, sent to other institutions, or returned to friends.
50 Wernle Orphans' Home.....	2-14	18	Voluntary contributions.....	Domestic duties, sewing, knitting, and farming.	Have the privilege of returning to the institution when in need of a home until they are 21.
51 Rush County Children's Home.....	1-16	No limit.....	Appropriation.....	Domestic work and farming.	They are to be educated and cared for until 21 years of age.
52 Henry County Children's Home.....	.....	.....	House provided by county; furniture, beds, &c., by matron; 25 cents paid a day for each child.	.....	.....
53 St. Ann's Female Orphan Asylum.....	3-10	No limit.....	By charity.....	Domestic duties.....	None.
54 Hamilton County Children's Home.....	.....	.....	Amount paid a day for each child, 25 cents; matron furnishes her own house, furniture, &c.	Domestic work and farming.	Given an outfit of clothing and the privilege of returning to the home in sickness or when out of work.
55 German and English Asylum for Orphans and Destitute Children.	2-12	.....	Voluntary contributions.....	.....	.....



56	Soldiers' Orphans' Home and Home for Indigent Children.	2-14	Boys, 16; girls, 16.	State appropriation.....	General domestic work, sewing, carpentry farming, gardening, cooking, and laundry work. Housework, sewing, and nursing.	Returned to parents or friends.
57	Home for the Friendless*.....	No limit		Appropriation and contributions.	Housework, sewing, and nursing.	Adopted or returned to guardians.
58	St. Thomas Orphan Asylum.....	3-10	13	Contributions and proceeds of farm.	Farming.....	They are to receive one year's schooling and \$200 when of age.
59	Covington Protestant Children's Home a.	Under 12	No limit	Voluntary contributions.....	Sewing and dressmaking.	Good homes are found.
60	Baptist Orphans' Home.....	Under 12	No limit	Donations.....	Housework and farming.	Indentured until 21.
61	German Baptist Orphan Home.....	Under 12	Girls, 18	By contributions.....	Gardening, housework, sewing, and knitting.	Apprenticed to trades, placed on farms, or provided with good homes.
62	German Protestant Orphan Asylum.....	Under 12	14			Returned to the lodges sending them, or placed by direction of said lodges in some congenial home.
63	Masonic Widows' and Orphans' Home*.....	3-13	No limit	By the Masons of Kentucky.....	Chair bottoming and printing.	Good homes or situations are provided.
64	Orphanage of the Good Shepherd*.....	6-10	18	Voluntary contributions.....	Engineering, farming, and printing.	Good homes or situations are provided.
65	St. Joseph's German Orphan Asylum.....	Under 12	13	Church collections.....	None.....	Placed at service.
66	Kentucky Female Orphan School*.....	14	No limit	Endowment and tuition fees.....	This institution is a graded normal school for orphan girls.	Positions as teachers secured.
67	Cleveland Orphans' Institution*.....	4-12	18	By endowment.....		
68	Orphans' Home Society b.....	4-14	15-17	Donations, legacies, &c.....	None.....	Placed in good homes.
69	Asylum for Destitute Orphan Boys*.....	No limit	No limit	Members' dues, voluntary contributions, and city appropriations.	Needlework.....	Good homes secured.
70	Jewish Widows' and Orphans' Home.....			Public charity.....	Household duties and sewing.	
71	Louisiana Asylum.....	1-12	18	By charity.....	Sewing and fancy work.....	
72	Louisiana Freedman's Baptist Orphans' Home.	Under 12		Contributions.....	Laundry work and sewing.	
73	Mt. Carmel Female Orphan Asylum*.....	5-14	18	Contributions.....	Domestic work and sewing.	
74	Orphanage.....	No limit	No limit	City appropriation and contributions.		
75	The Protestant Orphans' Home.....	Boys, under 10; girls, under 12.	Boys, 13			
76	Children's Home.....	Boys, 2-8; girls, 2-12	No limit	State appropriation, contributions, and endowment.	Domestic work and sewing.	Furnished with suitable clothing and necessary expenses paid.
77	Asylum of Our Lady of Lourdes.....	Boys, 3-18	No limit	Voluntary contributions.....	None.....	None.
78	Female Orphan Asylum of Portland.....	1-10	No limit	Annual subscriptions, donations, and invested funds.	Housework, knitting, and sewing.	Adopted or bound out to service.
79	Boys' Home.....	9-18	21	Contributions and labor of inmates.	None at the Home; boys work at different trades or in professions for various persons in the city.	None.
80	General German Orphan Asylum*.....	3-16	Boys, 14; girls, 16.	Donations and members' dues.....		Board of trustees has control until of age.

\* From Report of the Commissioner of Education for 1880.

a Not yet opened.

b Institution practically suspended since 1874; buildings in process of reconstruction.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for 1881*—Continued.

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
1	10	11	12	13	14
81 Hebrew Orphan Asylum of Baltimore*	4-11	14-15	By contributions.....	Various useful handicrafts	
82 Home of the Friendless.....	No limit.....	.....	Appropriation, endowment, and subscriptions.	Cookery and needlework.	
83 Orphan Asylum for Colored Girls.....	12-18	21	Board of inmates and donations.	Boys learn a trade in the city.	Savings are put in savings bank.
84 St. James' Home for Boys.....	7-14	14	Voluntary contributions and proceeds of fair.	Domestic work and sewing	Sent to industrial school for girls.
85 St. Mary's Female Orphan School.....	3-11	18	Church contributions.....	Domestic work and sewing	Given good clothing and placed in homes.
86 St. Paul's Orphan Asylum.....	8-16	21	Contributions and endowment.....	Farming.....	Returned to parents or placed in homes.
87 Baltimore Manual Labor School for Indigent Boys.....	3-8	18	Appropriations and contributions.	Housework, cookery, laundry work, and sewing.	
88 Home for Friendless Children of the Diocese of Boston.....	No limit.....	No limit.....	Contributions and interest on endowment.....	General domestic duties.	
89 Baldwin Place Home for Little Wanderers.....	3-10	12-14	By endowment.....	Housework and sewing.....	Indentured; receive board and clothing and \$30 when 18 years old.
90 Boston Female Asylum.....	13-12	21	By donations.....	Sewing and embroidery.....	Placed in homes and given an outfit of clothing.
91 Children's Friend Society.....	5-15	.....	Contributions, donations, and endowment.	Sewing and housework.....	Permanent homes are found and continued oversight is given them.
92 Children's Mission to the Children of the Destitute in the City of Boston.*	Boys, 4-6; girls, 4-8.	No limit.....	Subscriptions and endowment.....	Housework.....	Placed in homes or returned to friends.
93 Church Home for Orphan and Destitute Children.	Boys, 4-6; girls, 5-15	15	Contributions and board of inmates.	Baking, shoemaking, and tailoring.	Placed in good families.
94 House of the Angel Guardian*.....	4-14	No limit.....	Contributions and proceeds of farm.	General domestic work.....	Places are found where they are under Christian influence.
95 Dr. Martin Luther Orphans' Home*.....	3	No limit.....	.....	.....	Placed in good homes or returned to friends.
96 St. Vincent's Orphan Asylum.....	.....	.....	.....	.....	.....

97	Haverhill Children's Aid Society*.....	Under 12.....		Collections, subscriptions, and endowment.	Placed in homes.
98	Protector of Mary Immaculate.....	2	Boys, 12; girls, no limit.	Contributions, proceeds from fairs, and industry of inmates.	Good homes found.
99	New Bedford Orphans' Home.....	1½-9	10-12	Annual contributions, endowment, &c.	Good homes in the country are found.
100	Newton Home for Orphan and Destitute Girls.	5-12	17	Private charity and donations.	Clothing for one year.
101	Massachusetts State Primary School.....	Under 16.....	16	State appropriation.....	Provided with good clothing and home or returned to friends.
102	City Orphan Asylum.....	2-10	Boys, 13; girls, no limit.	Contributions and industry of inmates.	Placed at trades or in good homes.
103	Seamen's Orphan and Children's Friend Society*.	1½-14	Boys, 17; girls, no limit.	Voluntary contributions.....	None.
104	Children's Home.....	Boys under 8; girls, no limit.	Boys, 8.....	Contributions and income from fund.	Homes found or returned to friends.
105	Orphans' Home(Children's Friend Society)	2-10	No limit.....	Voluntary contributions.....	Adopted or placed in homes.
106	State Public School.....	3-12	16	State appropriations.....	Placed in homes.
107	Asylum of St. Casimir for Polish Children.	2-12	Boys, 10; girls, 13.	Voluntary contributions.....	Homes are found for them.
108	Home for the Friendless.....	2-12		Donations, subscriptions, and interest on fund.	Adopted or indentured.
109	Ladies' Protestant Orphan Asylum*.....	5-12	14	By contributions.....	Returned to friends, adopted, or retained at the home.
110	St. Anthony's Male Orphan Asylum.....	3-14	16	Contributions and proceeds of annual fair.	Situations found.
111	St. Vincent's Female Orphan Asylum*.....	5-12	No limit.	Private charity and board.	Homes are found.
112	St. Vincent's Male Orphan Asylum*.....	Under 14.....	No limit.	Private donations.....	Provided with homes.
113	Home for the Friendless.....	2-12	No limit.	Contributions.....	None.
114	Children's Home.....	2-16	18	By charity.....	Placed at service.
115	St. Joseph's Orphan Asylum.....			Subscriptions.....	Placed in good homes.
116	St. Mary's Orphan Asylum.....	2-14	No limit.	Contributions and labor of inmates.	Adopted or taken by friends.
117	St. Paul Protestant Orphan Asylum.....			Contributions and labor of inmates.	Placed with good families.
118	D'Evereux Hall*.....	5-11	12-15	Requests and donations.....	Good homes are found.
119	St. Mary's Orphan Asylum*.....	2-8	15	Voluntary contributions.....	Good homes or employment provided for them.
120	Catholic Protectorate of St. Louis*.....	12-15	No limit.	Contribution and charities.....	Placed in good homes and given two suits of clothes.
121	St. Joseph's Roman Catholic Orphan Asylum.....	1-13	No limit.	By contributions.....	
122	Home of the Friendless*.....	Boys, under 10; girls, no limit.	No limit.....		

\* From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for 1881—Continued.*

Name.	Age at which children may be admitted.	Age at which children are required to leave the institution.	How supported.		Industries taught.	Provision for children who have left the institution.
			10	11		
1			10	11	12	13
123 Episcopal Orphans' Home*	Under 12....	Boys, 12; girls, 18.			Domestic work and sewing.	Placed in homes or situations.
124 German St. Vincent's Orphan Asylum*	Under 10....	14-16			Housework, knitting, sewing, and drawing.	Given to families for further education.
125 House of the Good Shepherd (Class of Preservation).	3	No limit....			Chair caning, sewing and laundry work.	Returned to friends or placed in situations.
126 St. Bridget's Half-Orphan Asylum.....	6-12	16-17			Sewing, &c.....	Given two suits of clothing when possible.
127 St. Joseph's Convent of Mercy*.....	10	No limit....			General housework and sewing.	Good situations found.
128 St. Joseph's Male Orphan Asylum.....	5-12	12-14			Shoemaking and printing.	Placed in homes.
129 Central Wesleyan Orphan Asylum.....	3-18	Boys, 16; girls, 18.			Farming and housework..	Girls placed at service in families.
130 St. Louis Protestant Orphan Asylum.....	Under 12....	Boys, 12; girls, no limit.			Farming and housework..	boys with farmers or mechanics. Adopted or indentured.
131 State Orphans' Home.....	Under 14....	18			Farming, housework, and sewing.	Adopted or indentured.
132 Orphans' Home.....	1-10	Boys, 12; girls, 18.			Gardening, housework, and sewing.	Good situations found.
133 New Hampshire Orphans' Home.....	3-14	18			Farming and housework..	Adopted into families.
134 Children's Home*	4-14	16			None.....	Placed in families.
135 Camden Home for Friendless Children.....	3-10	No limit....			None.....	Indentured until of age.
136 West Jersey Orphanage for Destitute Colored Children	3-12	No limit....			Farming and general housework.	Indentured and given two suits of clothing; \$25 to be given at the age of 18 to 21.
137 Children's Friend Society*	4-10	12			Sewing.....	None.
138 Union Association of the Children's Home at Burlington County.	3-12	12			None.....	Good outfit; \$30 to boys, \$25 to girls.



139	Newark Orphan Asylum <i>a</i> .....	2-10	12	Appropriation, contributions, and endowment.	Housework and sewing.....	Adopted, placed in homes, or returned to friends.
140	Orange Orphan Home*.....	2-10	12	Contributions, donations, and board of children.	None.....	Homes found in good families.
141	Paterson Orphan Asylum Association.....	3-10	No limit.....	Contributions.....	Housework and gardening.....	Given homes in families or placed at trades.
142	St. Mary's Orphan Asylum*.....	2-12	No limit.....	Contributions and pension.....	Farming and sewing.....	Adopted, returned to friends, or indentured to farmers.
143	Albany Orphan Asylum.....	3-12	No limit.....	Contributions and endowment.....	Housework and gardening.....	Adopted or placed at service, and provided with suitable clothing.
144	Orphans' Home of St. Peter's Church.....	Under 14.....	16	By contributions.....	Housework and sewing.....	
145	St. Vincent's Female Orphan Asylum.....	2-13	14	County appropriation.....	Farming and gardening.....	
146	St. Vincent's Male Orphan Asylum.....	2-12	No limit.....	Appropriations and contributions.....	Domestic work, sewing, and gardening.....	
147	Cayuga Asylum for Destitute Children.....	.....	.....	.....	.....	
148	Davenport Female Orphan Institute.....	.....	16	County appropriation.....	Domestic work, sewing, farming, and shoe mending.....	Homes provided or children indentured.
149	St. Mary's Catholic Orphanage.....	2-14	.....	Public charity.....	House duties.....	Indentured.
151	Brooklyn Howard Colored Orphan Asylum.....	2-10	.....	Voluntary contributions.....	Sewing to girls.....	Suitable employment found.
152	Brooklyn Union for Christian Work*.....	7-20	No limit.....	Proceeds of fair, donations, interest on investments, subscriptions, &c.....	Sewing.....	Adopted or placed at service.
153	Convict of the Sisters of Mercy.....	2-12	.....	By industry of inmates.....	Sewing and embroidery.....	Placed at service or returned to friends.
154	Home for Destitute Children <i>b</i> .....	.....	.....	Appropriation, contributions, and excise license fees.....	Domestic work, sewing, &c.....	Homes found.
155	House of the Good Shepherd*.....	3-11	12	By charity.....	Domestic work, basket making, sewing and printing.....	Placed in homes or returned to friends.
156	Orphan Asylum Society of the City of Brooklyn.....	2-12	14	City appropriation and contributions.....	Baking, carpentry, and engineering.....	Indentured to trades or service until 18, or returned to friends.
157	Orphans' Home, Church of the Holy Trinity.....	5-10	14	Appropriation and contributions.....	Domestic duties and sewing.....	Provided with situations.
158	Orphans' Home on the Church Charity Foundation of Long Island.....	2-14	14	Voluntary contributions, bequests, &c.....	General domestic work, knitting, and sewing.....	Transferred to industrial school; some provided with situations.
159	St. John's Home.....	3-11	16	Contributions, donations, and labor of inmates.....	General housework, knitting, and sewing.....	Returned to friends or situations procured.
160	St. Joseph's Female Orphan Asylum.....	9-16	14	Board of children, contributions, and endowment.....	None.....	Placed in homes.
161	St. Vincent's Home for Homeless and Destitute Boys.....	Under 12.....	12-14	Appropriation, contribution, and endowment.....	.....	Adopted and indentured.
162	Asylum of Our Lady of Refuge.....	.....	.....	.....	.....	.....
163	Buffalo Orphan Asylum.....	.....	.....	.....	.....	.....
164	Church Charity Foundation.....	Under 10.....	.....	.....	.....	.....

\* From Report of the Commissioner of Education for 1880.

*a* The Newark Orphan Asylum Association has four auxiliary societies: At Newark, New Brunswick, Bloomfield, and Morristown.

*b* This "Home" was erected by the Brooklyn Industrial School Association, and represents school No. 3 of that association; it is intended as a home for such very poor children as require a home as well as a school.

TABLE XXII.—PART 1.—Statistics of homes and asylums for orphan or dependent children for 1881.—Continued.

	Name.	Are at which children may be admitted.	Are at which children are required to leave the institution.	How supported.	Industries taught.	Provision for children who have left the institution.
	1	10	11	12	13	14
165	Evangelical Lutheran St. John's Orphans' Home.	2-12	16-18	Appropriation, contributions, and proceeds of farm.	Farming, housework, knitting, and sewing.	Privilege of returning to the home when sick or out of employment.
166	German Roman Catholic Orphan Asylum.	2-14	No limit	County appropriations, contributions, proceeds of fair, &c.	Chaircaning, sewing, knitting, and needlework.	Placed in good families; bonds of \$500 required as guarantee.
167	St. Vincent's Female Orphan Asylum	5-16	No limit	Appropriation, collections, &c.	Sewing	Placed in good homes.
168	Ontario Orphan Asylum	Under 12	12	Contributions and interest on fund.	Gardening, housework, and sewing.	Homes found or returned to county house.
169	St. Mary's Orphan Asylum.	3-15	By labor of inmates.	By labor of inmates.	Dressmaking, housework, and gardening.	Good homes carefully sought for them.
170	St. Mary's Orphan Asylum*.	Boys, 2-7; girls, 2-12.	Boys, 12; girls, 14, 16	Contributions and board of children.	General housework, knitting, sewing, &c.	Provided with homes or returned to parents.
171	Orphan House of the Holy Saviour	2-10	14	County appropriation, contributions, and board of children.	Housework and sewing.	Placed in homes.
172	St. Mary's Orphan Asylum and School.	No limit	16	Voluntary contributions.	Housework and gardening.	Given suitable clothing and provided with situations.
173	St. Malachy's Home.	2-12	14-16	Donations, endowment, &c	None	Indentured.
174	Southern Tier Orphans' Home.	2-12	17	Voluntary contributions.	General domestic work, sewing, farming, gardening, and printing.	If deserving, they are allowed to return to the home when sick or out of employment.
175	Hudson Orphan and Relief Association.	Boys, 2-10; girls, 2-14.	Boys, 10; girls, 14, 12	Voluntary contributions.	Housework, sewing, and gardening.	Placed in homes.
176	Home of the Friendless.	2-10	15	Board of inmates, contributions, and endowment.	Printing and shoemaking.	Sent to friends, indentured, or placed at service.
177	Warburg Orphans' Farm School of the Evangelical Lutheran Church.	5-12	No limit	State appropriation and subscriptions.	Domestic work and sewing.	Suitable situations are found.
178	Home for the Friendless	Boys, 2-10; girls, 2-14.	No limit	Appropriation and contributions.		Apprenticed or adopted into good families and regularly visited by officers of the home.
179	Colored Orphan Asylum	Boys, 2-10; girls, 2-14.	No limit	Appropriation and contributions.		
180	Hebrew Orphan Asylum.	Boys, 2-10; girls, 2-14.	No limit	Appropriation and contributions.		
181	Hebrew Sheltering Guardian Society.	Boys, 2-10; girls, 2-14.	No limit	Appropriation and contributions.		
182	Home for the Friendless, American Female Guardian Society.	Boys, 2-10; girls, 2-14.	No limit	Appropriation and contributions.		

[illegible]

\* From Report of the Commissioner of Education for 1880.

*a* Children attend public school.

*b* In 1878.

*c* For the year 1880.







TABLE XXII.—PART 2.—Statistics of infant asylums for 1881.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of nurse and other employees.		Total number of infants received since foundation.
						Male.	Female.	
1	1		3	4	5	6	7	8
Little Sisters' Infant Shelter.....	San Francisco, Cal. (512 Minna street).	1874	1874	Mrs. Jane Temple, matron.....	Non-sect.....	.....	.....	.....
Day Nursery, Union for Home Work*.....	Hartford, Conn.....	1872	1872	Sarah C. Kellogg, manager.....	Non-sect.....	.....	.....	3,000
Foundlings' Home.....	Chicago, Ill. (114 South Wood street).	1872	1871	Dr. George E. Shipman.....	Non-sect.....	.....	.....	780
St. Vincent's Infant and Foundling Asylum.....	Louisville, Ky.....	1868	.....	Sister Charlesetta.....	R. C.....	.....	.....	14
St. Vincent's Infant Asylum*.....	New Orleans, La. (Magazine street).	1857	1856	Sister Mary Agnes, sister servant.....	R. C.....	.....	.....	24
St. Vincent's Infant Asylum.....	Baltimore, Md. (corner Townsend and Division streets).	1867	1873	Sister Maria.....	R. C.....	.....	.....	3,000
Boston North End Mission (nursery department).....	Boston, Mass. (291 North Street).	1867	1873	Rev. Samuel T. Frost.....	Baptist.....	0	2	3300
Day Nursery*.....	Boston, Mass. (39 North Bennett street).	1867	1867	Miss P. G. Adam, directress.....	Non-sect.....	.....	.....	100
Massachusetts Infant Asylum.....	Boston, Mass. (Boylston Station).	1867	1867	Miss Elizabeth Clapp, matron.....	Non-sect.....	.....	.....	210
St. Mary's Infant Asylum*.....	Boston, Mass. (Bowdoin street, Dorchester district).	1872	1869	Sisters of Charity.....	R. C.....	.....	.....	238
House of Providence*.....	Detroit, Mich.....	1869	1869	Sister M. Ellen.....	R. C.....	1	11	1,118
Woman's Hospital and Foundlings' Home*.....	Detroit, Mich.....	1869	1869	Emily F. Wells, M.D.....	Non-sect.....	.....	.....	1,133
Babies' Nursery.....	Albany, N. Y. (562 Clinton avenue).	(/)	1871	Mrs. E. A. Vine, matron.....	Non-sect.....	.....	.....	.....
The Brooklyn Nursery.....	Brooklyn, N. Y. (188 Prospect Place).	1881	1881	Mrs. Eugenie Warner, matron.....	Non-sect.....	0	14	996
Day Nursery of the Brooklyn Children's Aid Society.....	Brooklyn, N. Y. (139 Van Brunt street).	1855	1855	Richard D. Douglass.....	Non-sect.....	.....	1	152
Home Nursery of the Industrial School Association.....	Brooklyn, N. Y.....	1852	1852	Mrs. Gertrude L. Vanderbilt, secretary.....	Non-sect.....	.....	.....	.....
Sheltering Arms Nursery (Protestant Episcopal Church).....	Brooklyn, N. Y. (157 Dean street).	1852	1852	Mrs. E. C. Hardy, lady in charge.....	Non-sect.....	.....	.....	.....
Buffalo Widows' and Infants' Asylum.....	Buffalo, N. Y. (126 Edward street).	1852	1852	Sister M. Clarence Walker.....	R. C.....	0	10	3,775

19	Babies' Shelter*	New York, N. Y. (243 West Twenty-second street).	1873	Sister Catharine	P. E.	4	-----
20	Foundling Asylum of the Sisters of Charity*	New York, N. Y. (175 Sixty-eighth st., between Third and Lexington avenues).	1869	Sister M. Irene, directress	R. C.	142	10, 862
21	New York Infant Asylum	New York, N. Y. (Sixty-first street and Tenth avenue).	1865	Mrs. Margaret Eneever, matron	Non-sect.	0	1, 865
22	Nursery and Child's Hospital of the City of New York. <sup>h</sup>	New York, N. Y. (Lexington ave. and Fifty-first st.).	1854	Mrs. Mary A. Du Bois, first directress	Non-sect.	410	718, 912
23	Shelter and Baby Nurseries (American Female Guardian Society).	New York, N. Y.	1870	-----	Non-sect.	-----	-----
24	Virginia Day Nursery	New York, N. Y. (251 East Houston street).	-----	-----	-----	-----	-----
25	Day Home	Troy, N. Y.	1862	Mrs. Anna B. Albertson	Non-sect.	0	6, 500
26	Day Nursery for Children	Philadelphia, Pa.	1863	Mrs. Margaret Lafferty, matron	Non-sect.	4	230
27	Lombard Street Day Nursery*	Philadelphia, Pa. (430 Lombard street).	1878	Mrs. M. J. Woods, matron	Non-sect.	3	716
28	Philadelphia Home for Infants	Philadelphia, Pa. (4618 West-minster avenue).	1873	Mary Spencer, matron	Non-sect.	0	-----
29	St. Mary Street Home and Day Nursery	Philadelphia, Pa. (723 St. Mary street).	-----	Mrs. Susan Lesley	-----	-----	-----
30	St. Vincent's Infant Asylum*	Milwaukee, Wis.	1877	Sister Simeon, sister servant	R. C.	9	-----
31	St. Ann's Infant Asylum	Washington, D. C.	1863	Sister Agnes Reihan	R. C.	9	1, 697

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> Up to the close of the year 1879.

<sup>b</sup> Includes 3 Kindergarten teachers.

<sup>c</sup> There is a branch asylum at West Medford.

<sup>d</sup> In 1879.

<sup>e</sup> Number received during the year.

<sup>f</sup> Incorporated in 1871 as the "Flatbush Avenue Industrial School and Nursery;" in 1872 name changed to "The Brooklyn Nursery."

<sup>g</sup> Includes report of country home at Mt. Vernon.

<sup>h</sup> Includes country branch at West New Brighton, Staten Island.

<sup>i</sup> In 1878.

<sup>j</sup> Number up to close of year 1878.

TABLE XXII. — PART 2. — *Statistics of infant asylums for 1881* — Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
1 Little Sisters' Infant Shelter.....			Contributions.....	Kindergarten in-	Adopted or returned to friends.
2 Day Nursery, Union for Home Work*.....	Under 8		Contributions, donations, and membership fees.	dustries.	Adopted in families.
3 Foundlings' Home.....	1 month.	Desertion.....	By voluntary contributions.		
4 St. Vincent's Infant and Foundling Asylum.....			Charity.....		
5 St. Vincent's Infant Asylum*.....			Private charity; also some assistance from State and city per contracts.		
6 St. Vincent's Infant Asylum.....			Voluntary contributions.....		Returned to friends.
7 Boston North End Mission (nursery department).	2-5	Foundlings, or children needing care while mothers are at work or sick.	Private charity.....	Those of the Kindergarten.	
8 Day Nursery*.....	1½-5	Need of care while parents are sick or at work.			
9 Massachusetts Infant Asylum a.....	Under 9 months.	Destitution or desertion.	Endowment, State appropriation and contributions.		Adopted or returned to parents.
10 St. Mary's Infant Asylum*.....			Contributions.....		Adopted or transferred to St. Vincent's Orphan Asylum.
11 House of Providence*.....	Under 5	Abandoned.....	Contributions and board of children.		Adopted or returned to mothers.
12 Woman's Hospital and Foundlings' Home*.....					
13 Babies' Nursery.....					
14 The Brooklyn Nursery.....	Under 3	Poverty, destitution, or friendlessness.	Contributions and city appropriations.		Bound out to some trade, profession, or employment and supervision maintained over them.
15 Day Nursery of the Brooklyn Children's Aid Society.....	Under 5		Contributions and small payments from the children's parents.		
16 Home Nursery of the Industrial School Association.....	2-5		Voluntary contributions.....		
17 Sheltering Arms Nursery (Protestant Episcopal Church).....					
18 Buffalo Widows' and Infants' Asylum.....			Contributions, collections, and appropriations from counties and towns.		



19	Babies' Shelter* .....				Contributions and board of children.		
20	Foundling Asylum of the Sisters of Charity* .....				Contributions and per capita allowance from city.		
21	New York Infant Asylum <i>b</i> .....	2 yrs. & under.	Foundlings and other infants needing care.		Contributions and per capita allowance from city.		Adopted or bound out or indentured when of suitable age to some profession, trade, or employment.
22	Nursery and Child's Hospital of the City of New York. <i>c</i> .....	4 yrs. & under.	Freedom from contagious disease and payment of board.		By appropriations and contributions.	Sewing and house work.	Returned to friends, adopted, sent to other institutions or to the West.
23	Shelter and Baby Nurseries (American Female Guardian Society).						
24	Virginia Day Nursery .....	Under 5	Children of poor industrious women whose work calls them from their homes.				
25	Day Home .....	3-15	Children of the poor and vicious in need of care.		Contributions		
26	Day Nursery for Children* .....	Under 8	Children of poor industrious women whose work calls them from their homes.		Donations and subscriptions.		
27	Lombard Street Day Nursery* .....				Contributions, subscriptions, rent, and pay for care of children.	Those of the Kindergarten.	
28	Philadelphia Home for Infants .....	3 yrs. & under.	Need of protection.		Voluntary contributions.		Transferred to other homes, adopted, or returned to friends.
29	St. Mary Street Home and Day Nursery.		Homelessness.		Donations and board of inmates.		
30	St. Vincent's Infant Asylum* .....				Appropriation and charity		
31	St. Ann's Infant Asylum. ....						

\*From Report of the Commissioner of Education for 1880.

*a* There is a branch asylum at West Medford.  
*b* Includes report of country home at Mt. Vernon.

*c*Includes country branch at West New Brighton,  
Staten Island.



		0	1, 949	1, 793	(245)	45	0	1	(b)	(b)	(b)	(b)	(b)
27	Lombard Street Day Nursery <sup>a</sup>												
28	Philadelphia Home for Infants				28	6		1					
29	St. Mary Street Home and Day Nursery												
30	St. Vincent's Infant Asylum <sup>a</sup>		2, 966	2, 966	(39)								
31	St. Ann's Infant Asylum		25, 000		50	60			15	10	85		

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> In 1879.

<sup>b</sup> Kindergarten instruction given.

<sup>c</sup> Average daily attendance.

<sup>d</sup> There is a branch asylum at West Medford.

<sup>e</sup> Includes report of the country home at Mt. Vernon.

<sup>f</sup> Includes country branch at West New Brighton, Staten Island.

<sup>g</sup> In 1878.

<sup>h</sup> School studies are pursued, and much attention paid to moral training.

<sup>i</sup> From appropriation.

TABLE XXII.—PART 3.—Statistics of industrial schools for 1881.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
1 Sewing School, Union for Home Work*	Hartford, Conn.			Mrs. W. Bacon and Miss M. L. Collins.	Non-sect.		40	
2 Burr Mission Industrial School	Chicago, Ill.	1864	1867	Rev. W. C. Willing, chaplain.	Non-sect.		1	1,800
3 Girls' Industrial School (Women's Christian Home Mission).	Peoria, Ill.	1876	1875	Mrs. E. D. Hardin, president.	Non-sect.		27	61,800
4 Sugar Grove Normal and Industrial School	Sugar Grove, Ill.		1867	Frank H. Hall.	Friends.		25	6560
5 Easy Bee	Richmond, Ind.		1866	Mrs. Martha Valentine.	R. C.		16	2,220
6 House of the Good Shepherd.	Near Newport, Ky. (Highland avenue).	1876		Mother M. of St. Scholastica.	R. C.			
7 Industrial School*	New Orleans, La.			Rev. Father Mariné, c. s. c., provincial.	R. C.	2		
8 Maine Industrial School for Girls	Hallowell, Me.	1872	1875	E. Rowell, manager.	Non-sect.	1	3	130
9 St. Luke's Sewing School	Portland, Me.	0	1864	Mrs. Charles W. Barrett.	P. E.		14	1,500
10 Industrial School for Colored Girls.	Annapolis, Md.		1866	William Harwood.	Non-sect.		2	
11 St. Joseph's House of Industry	Baltimore, Md.	1866	1866	Sister Joseph.	R. C.		9	500
12 St. Mary's Industrial School for Boys.	Carroll, Md.		1866	Brother Alexius.	R. C.	10		1,592
13 Industrial School for Girls	Boston, Mass. (Dorchester district).	1854	1854	Mary L. Hall, secretary.	Non-sect.		2	225
14 Industrial Schools (Boston North End Mission)	Boston, Mass. (201 North st.).	1865	1867	Rev. Samuel T. Frost.	Baptist.	0	14	
15 North End Industrial Home	Boston, Mass. (39 N. Bennet street).	0	1879	Mrs. L. E. Caswell.	Non-sect.	5	9	6000
16 Vacation Industrial School	Brookline, Mass.		1880	Mr. Hildreth.		1		60
17 Detroit Industrial School	Detroit, Mich.	1859	1857	Mrs. C. Van Housen, president.	Non-sect.		43	
18 St. Paul's Industrial School for Boys	Clontarf, Minn.	0	1880	Brother Benedict.	R. C.	3	0	3
19 The Southern Christian Institute of Mississippi	Miss.	1875	(c)	William Irons.	Disc. of Ch.	1		
20 Girls' Industrial Home and School	St. Louis, Mo.	1858	1854	Mrs. E. W. Clarke, cor. sec.	Non-sect.	0		
21 Industrial School (St. Joseph's Convent of Mercy).*	St. Louis, Mo.	1857	1856	Mother Mary de Pazzi.	R. C.		2	732,511
22 Industrial Schools (Children's Friend Society).	Albany, N. Y.	1863	1856	Agnes Pruyn, treasurer.	Non-sect.		3	
23 Brooklyn Industrial School Association and Home for Destitute Children.	Brooklyn, N. Y.	1854	1854	Gertrude L. Vanderbilt, cor. sec.	Non-sect.	0	8	



24	Eastern District Industrial School	Brooklyn, N. Y. (141 South 3d street).	1854	1854	Emma T. Whittelsey	Non-sect.	0	1	4,200
25	Industrial School of the Sisters of Mercy*	Brooklyn, N. Y. (Willoughby st., cor. Clason ave.).	1866	1866	Mother M. Bonaventure, principal.	Non-sect.	0	6	
26	Industrial Schools (Children's Aid Society)	Brooklyn, N. Y. (61 Poplar st.).	1866	1866	R. D. Douglass	Non-sect.	0	5	9,580
27	St. Paul's Industrial School*	Brooklyn, N. Y.	1866	1866	Sister Constantia, superior.	R. C.		13	
28	St. Joseph's Academy and Industrial School	Lockport, N. Y.	1866	1866	Sister Emeline	R. C.		4	2,500
29	Children's Aid Society Industrial Schools*	New York, N. Y. (19 East 4th street).	1855	1854	John W. Skinner	Non-sect.	95	979	
30	Five Points House of Industry	New York, N. Y. (155 Worth st.)	1854	1851	William F. Barnard	Non-sect.	1	7	33,975
31	Industrial Home of the Hebrew Orphan Asylum.	New York, N. Y.	1860	1869	Mr. Burrows, manager	Hebrew	64		4100
32	Industrial School of St. Augustine's Chapel	New York, N. Y. (105, 107, 109 East Houston street).	1870	1870	Miss E. D. Binger	P. E.	40		
33	Industrial School of the United Relief Works of the Society for Ethical Culture.	New York, N. Y.			Dr. G. Bamberger, principal.				
34	Industrial Schools of the American Female Guardian Society, h	New York, N. Y. (29 East 29th street).	1849	1854	Mrs. C. C. North	Non-sect.	0	42	669,758
35	St. Joseph's Industrial Home*	New York, N. Y. (East 81st st.).	1858	1869	M. M. Gertrude	R. C.		12	61,906
36	St. Vincent's Industrial School	New York, N. Y. (343 W. 42d street).	1856	1856	Sister Mary Helena	R. C.		9	
37	Wilson Industrial School for Girls and Mission*	New York, N. Y. (125 St. Mark's place).	1854	1853	Miss Emily Huntington, matron.	Non-sect.		4	3,000
38	Industrial School of Rochester, h	Rochester, N. Y.	1857	1856	Miss C. A. Hamilton, matron.	Non-sect.	0	3	
39	Rochester Home of Industry	Rochester, N. Y.			Mother Hieronyma, superior	R. C.			
40	House of the Good Shepherd	Tomkins Cove, N. Y.	1870	1866	Rev. E. Gay, jr., president	P. E.			6296
41	Our Lady of the Woods, Select School	Near Carthage, Ohio		1878	Mother M. of St. Joseph David, provincial superior.	R. C.	0	3	50
42	Industrial School and Home (Children's Aid Society).	Cleveland, Ohio	1865	1865	William Sampson	Non-sect.		4	6800
43	St. Luke's Sewing School*	Marietta, Ohio	1871	1870	Miss S. B. McFarland, president.	P. E.		6	500
44	Toledo Industrial School	Toledo, Ohio	1875	1874	Miss Mary C. Dickinson, president	Non-sect.	1		
45	Training School for Indian Youth	Follett Grove, Oreg.		1880	board of managers.				
46	Training School for Indian Youth.	Carlisle, Pa.		1879	Lieut. M. C. Wilkinson, u. s. A.	Non-sect.			
47	Industrial School of the East Liberty Branch of the Young Women's Christian Association of Pittsburgh and Allegheny.	East Liberty, Pa.			Lieut. R. H. Pratt, u. s. A.	Non-sect.			
48	House of Industry Colored School.	Philadelphia, Pa.	1848	1848	Miss Mary E. Davidson, manager				
49	Industrial Home for Girls.	Philadelphia, Pa. (762 South 10th street).	1859	1858	Jane S. Street	Non-sect.	2	91	6496
50	Knoxville Industrial School*	Knoxville, Tenn.			Samuel C. Perkins, president	Non-sect.			
51	Miller Manual Labor School	Batesville, Va.	1878	1878	Emily L. Austin	Non-sect.			
52	School of the Good Shepherd, h	Lynchburg, Va.	1879	1879	C. E. Yawter, m. A.		5		124
53	Good Shepherd Industrial School	Milwaukee, Wis.	1878	1878	Mrs. F. E. Burdett	P. E.	1		242
54	Industrial Home School	Georgetown, D. C.	1872	1864	Mother Mary St. Bernard	R. C.	4		936
					Leverett Barnes	Non-sect.	3	2	

\* From Report of the Commissioner of Education for 1880.

† In St. Joseph's Convent of Mercy, 7 In 1879.

‡ From a return for the year 1880.

§ Opened at Hemingway in January, 1881, but closed in April of the same year.

|| Estimated.

¶ Up to the close of the year 1879.

‡ Number of children; there have also been 200 men and women.

TABLE XXII.—PART 3.—*Statistics of industrial schools for 1881*—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
<b>1</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
1 Sewing School, Union for Home Work*	.....	.....	.....	Sewing; the older girls receive instruction in housework and cookery.	
2 Burr Mission Industrial School	.....	.....	Endowment	Sewing, knitting, crocheting, and housework.	
3 Girls' Industrial School (Women's Christian Home Mission).	6-15	Not eligible for public schools.	Voluntary contributions	Sewing and kindred branches	Adopted or placed in homes.
4 Sugar Grove Normal and Industrial School.	.....	.....	.....	Farming and work of putting and keeping tools in order, such as planes, bits, saws &c.	
5 Busy Bee	No limit	.....	Donations	Knitting, various kinds of needlework, and Kindergarten industries.	
6 House of the Good Shepherd	3-15	.....	Contributions and labor of inmates.	House duties, fine sewing, embroidery, lace making, knitting, &c.	
7 Industrial School*	.....	.....	.....	Housekeeping and sewing	Homes in families found or returned to friends.
8 Maine Industrial School for Girls	7-15	Friendlessness or waywardness.	State appropriation and donations.	Plain sewing	Placed at service.
9 St. Luke's Sewing School	6-18	.....	Voluntary contributions	Sewing, housework, waitresses' work, cookery, and washing.	
10 Industrial School for Colored Girls	6 and over	.....	Contributions, subscriptions, and proceeds of entertainments and public school fund of the State.	Dressmaking, tailoring, shirt making, embroidery, plain sewing, and millinery.	Situations are provided.
11 St. Joseph's House of Industry*	14	Must be of blameless character.	By industry of inmates	Farming, gardening, printing, shoemaking, blacksmithing, carpentry, tailoring, basket making, baking, and bottle covering.	Indentured, furnished homes, or returned to friends.
12 St. Mary's Industrial School for Boys	8-16	.....	Appropriations, contributions, and labor of inmates and endowment.	All domestic duties, sewing, knitting, &c.	Girls are under guardianship of the managers until 21 years of age.
13 Industrial School for Girls	6-10	.....	Donations, subscriptions, and legacies.	Sewing	Placed in homes.
14 Industrial Schools (Boston North End Mission).	No limit	Good behavior	Donations, proceeds of fair, &c.		

	18 months- 70 years.	Need of employment and care.	Subscriptions, collections, private charity, &c.	There are sixteen departments of work in the home, includ- ing laundry, sewing rooms, the boys workshop, printing office, cookery school, kitchen garden, &c.	Placed at service.
15 North End Industrial Home .....					
16 Vacation Industrial School .....	12	Poverty .....	By contributions .....	Carpentry.	
17 Detroit Industrial School .....			Contributions and dona- tions.	House duties and sewing and knitting.	Provided with situa- tions.
18 St. Paul's Industrial School for Boys .....	12		Self-supporting .....	Farming and shoemaking.	
19 The Southern Christian Institute of Mis- sissippi.	6	Must be colored .....	Donations from the North ..	Useful duties.	
20 Girls' Industrial Home and School .....		Must be white .....	Contributions from mana- gers, gifts, interest on loans, proceeds from con- cert and a booth at the annual State fair.	Dressmaking, plain sewing, and domestic work.	Indentured or put at service.
21 Industrial School (St. Joseph's Convent of Mercy).*	10		Contributions, industry of innates, &c.	General housework, sewing, knitting, &c.	Provided with situa- tions.
22 Industrial Schools (Children's Friend So- ciety).	4-14		Contributions and interest on invested funds.	Domestic duties and sewing ....	Girls are put out to ser- vice.
23 Brooklyn Industrial School Association and Home for Destitute Children.	Under 12 .....	Poverty .....	Subscriptions, board of in- mates, excise fees, inter- est on investments, and proceeds of fair.	Sewing and kitchen garden work.	
24 Eastern District Industrial School .....	2-10		Contributions, public school fund, &c.	Sewing and housework .....	Suitable homes found for them and constant supervision had over them.
25 Industrial School of the Sisters of Mercy*.					
26 Industrial Schools (Children's Aid So- ciety).	Under 15 .....	Unable to attend pub- lic school.	Voluntary contributions .....	Sewing, knitting, and kitchen garden work.	Placed in good families.
27 St. Paul's Industrial School*.			By charity .....	Fancy needlework and plain sewing.	Teachers look after them.
28 St. Joseph's Academy and Industrial School.		Destitution .....	State appropriations and contributions.	Sewing; there is a kitchen gar- den class in the Thirty-fifth street school.	Placed in homes or re- turned to friends.
29 Children's Aid Society Industrial Schools.*			Appropriation, contribu- tions, and board of chil- dren.	Sewing, type-setting, kitchen work, &c.	Situations found.
30 Five Points House of Industry .....	3-13		Appropriation from He- brew Orphan Asylum.	Printing and shoemaking .....	
31 Industrial Home of the Hebrew Orphan Asylum.		Desire to learn trades.	Church appropriation .....	Hand and machine sewing, em- broidery, cutting, &c.	
32 Industrial School of St. Augustine's Chapel.		Must attend Sunday school and church.		Elementary principles of me- chanical operations.	
33 Industrial School of the United Relief Works of the Society for Ethical Cult- ure.				Sewing and general house du- ties.	Good homes are secured.
34 Industrial Schools of the American Fe- male Guardian Society.*	Under 14 .....	Destitute, homeless, or neglected.	Appropriations from school fund and contributions.		

a These statistics are from a return for the year 1880.

\* From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 3.—*Statistics of industrial schools for 1881*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	<b>1</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
35	St. Joseph's Industrial Home*.....	3	Destitution and good character.	Appropriations, contributions, tuition fees, and board	House duties, knitting, sewing, and use of sewing machine.	4
36	St. Vincent's Industrial School.....	12	.....	Industry of inmates and tuition fees.	Domestic work, hand and machine sewing, dress and cloak making.	
37	Wilson Industrial School for Girls and Mission.*.....	5	.....	Voluntary contributions	Sewing and kitchen garden work.	Provided with situations.
38	Industrial School of Rochester <sup>a</sup> .....	Under 15	Poverty	Board of children, contributions, and income from invested funds; the teachers are paid by the city.	Housework	
39	Rochester Home of Industry.....	.....	.....	By donations	Housework, farmwork, and gardening.	Adopted, put in homes, or returned to friends.
40	House of the Good Shepherd.....	.....	Need of care and protection.	By tuition fees	Domestic work, dressmaking, plain sewing, embroidery, and fancy work.	
41	Our Lady of the Woods, Select School.....	5-15	Good moral character.	.....	Agriculture, housework, knitting, and sewing.	Placed in homes until of age.
42	Industrial School and Home (Children's Aid Society). St. Luke's Sewing School*.....	4-16 7-15	.....	Voluntary contributions and Church contributions and donations.	Sewing.	
43	.....	.....	Indigence	Voluntary contributions.....	Domestic work and sewing.	Placed in homes until of age.
44	Toledo Industrial School.....	.....	.....	.....	Blacksmithing, shoemaking, carpentry, wagon making, laundry work, cooking, house-keeping, sewing, mending, and cutting and fitting garments.	
45	Training School for Indian Youth.....	.....	.....	.....	Sewing, cooking, tailoring, shoe-mending, carpentry, blacksmithing, wagon making, tinning, and harness making.	Placed in situations.
46	Training School for Indian Youth.....	.....	.....	.....	Sewing.	
47	Industrial School of the East Liberty Branch of the Young Women's Christian Association of Pittsburgh and Allegheny.....	.....	.....	Private contributions	Sewing, laundry, and housework.	Given two suits of cloth.
48	House of Industry Colored School.....	6	Good health and virtuous record.	Voluntary contributions	.....	
49	Industrial Home for Girls.....	12 and over	.....	.....	.....	.....



50 Knoxville Industrial School*				Contributions.	Sewing and kitchen garden work.
51 Miller Manual Labor School	10-14	Poverty, and must be residents of the county.	Endowment		Domestic work, farming, printing, telegraphy, and work in wood and iron in a well-regulated machine shop.
52 School of the Good Shepherd <sup>a</sup>	No limit	In need of protection or reformation.	Sustained by the P. E. Church.	Sewing for girls.	
53 Good Shepherd Industrial School	No limit		Appropriation, donations, board, and labor of inmates.		
54 Industrial Home School*	6-14		Appropriation and labor of inmates.		General domestic work, gardening, carpentry, sewing, shoemaking and tree-box making.
					Placed in families.

\* From Report of the Commissioner of Education for 1880.

<sup>a</sup> These statistics are from a return for the year 1880





TABLE XXII.—*List of homes and asylums for orphan or dependent children, infant asylums, and industrial schools from which no information has been received.*

Name.	Location.	Name.	Location.
PART I.—HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.		PART I.—HOMES AND ASYLUMS, &c.—Continued.	
Ladies' Protection and Relief Society.	San Francisco, Cal.	House of Providence .....	Holyoke, Mass.
Pacific Hebrew Orphan Asylum and Home Society.	San Francisco, Cal.	Shaw's Asylum for Mariners' Children.	Jamaica Plain, Mass.
St. Boniface's Orphan Asylum	San Francisco, Cal.	Home for Young Women and Children.	Lowell, Mass.
St. Vincent's Male Orphan Asylum.	San Rafael, Cal.	Children's Aid Society.....	Nantucket, Mass.
St. Catharine's Orphan Asylum.	Hartford, Conn.	N. E. County Home for Orphan and Homeless Children.	Winchendon, Mass.
St. James' Asylum .....	Hartford, Conn.	St. Vincent's Orphan Home.	East Saginaw, Mich.
Atlanta Benevolent Home...	Atlanta, Ga.	Jackson Home for the Friendless and Industrial School.	Jackson, Mich.
Methodist Orphans' Home...	Atlanta, Ga.	German Orphan Asylum....	St. Paul, Minn.
St. Joseph's Orphanage.....	Washington, Ga.	St. Joseph's Orphan Asylum	St. Paul, Minn.
White Bluff Female Orphanage.	White Bluff, Ga.	Female Orphan School.....	Camden Point, Mo.
Swedish Orphan Asylum ....	Andover, Ill.	Evangelical Lutheran Orphans' Home and Asylum.	Des Peres, Mo.
Chicago Home for the Friendless.	Chicago, Ill.	Home for the Friendless....	Hannibal, Mo.
Newsboys' and Bootblacks' Home.	Chicago, Ill.	Mission Free School .....	St. Louis, Mo.
Nursery and Half-Orphan Asylum.	Chicago, Ill.	St. Mary's Female Orphan Asylum.	St. Louis, Mo.
Jacksonville Orphan Home...	Jacksonville, Ill.	Southern Methodist Orphan Home.	St. Louis, Mo.
Protestant Deaconess's Orphan Home.	Jacksonville, Ill.	Nevada Orphan Asylum ....	St. Louis, Mo.
Home for the Friendless.....	Springfield, Ill.	Orphan Asylum.....	(Tenth and Bidle streets).
Colored Orphan Asylum....	Evansville, Ind.	St. Mary's Female Orphan Asylum.	Virginia City, Nev.
Ladies' Auxiliary Orphan Asylum Society.	Evansville, Ind.	St. Michael's Orphan Asylum	Manchester, N. H.
German Protestant Orphan Asylum.	Indianapolis, Ind.	Home for the Friendless....	Jersey City, N. J.
St. Vincent's Male Orphan Asylum.	Vincennes, Ind.	St. Peter's Asylum .....	Newark, N. J.
German Orphan Asylum....	Dubuque, Iowa.	St. Joseph's Orphan Asylum	Newark, N. J.
Kansas Orphan Asylum .....	Leavenworth, Kans.	Children's Home.....	Paterson, N. J.
Protestant Orphan Asylum..	Leavenworth, Kans.	Orphans' Home.....	Trenton, N. J.
St. John's Orphan Asylum...	Covington, Ky.	Catholic Home .....	Brooklyn, N. Y.
Presbyterian Orphans' Home Society of Louisville.	Louisville, Ky.	St. John's Orphan Asylum	Buffalo, N. Y.
St. Vincent's Orphan Asylum	Louisville, Ky.	St. Johnland.....	Greenbush, N. Y.
Convent of the Good Shepherd.	New Orleans, La.	Children's Home.....	Long Island, N. Y.
Half-Orphan Asylum .....	New Orleans, La.	Montefiero Widow and Orphan Benefit Society.	Newburgh, N. Y.
Newsboys' Lodging House...	New Orleans, La.	St. Vincent's Home for Homeless Boys of all Occupations.	New York, N. Y.
Poydras Female Orphan Asylum.	(Seventh district, Josephine and Laurel streets).	St. John's Orphanage.....	Ogdensburg, N. Y.
St. Joseph's German Orphan Asylum.	New Orleans, La.	St. Margaret's Home.....	Red Hook, N. Y.
St. Louis Female Orphan Asylum.	New Orleans, La.	German Methodist Orphan Asylum.	Berea, Ohio.
St. Mary's Catholic Orphan Boys' Asylum.	New Orleans, La.	Home for the Friendless and Female Guardian Society.	Cincinnati, Ohio.
Bath Military and Naval Orphan Asylum.	Bath, Me.	Bethel Union .....	Cleveland, Ohio.
Orphans' Home.....	Bath, Me.	Home for the Friendless ....	Columbus, Ohio.
Baltimore Orphan Asylum...	Baltimore, Md.	Orphans' Home.....	Dayton, Ohio.
Christ Church Asylum .....	Baltimore, Md.	Children's Home of Butler County.	Hamilton, Ohio.
Henry Watson Children's Aid Society.	Baltimore, Md.	St. Vincent's Orphan Asylum.	Toledo, Ohio.
Johns Hopkins Colored Orphan Asylum.	Baltimore, Md.	Pittsburgh and Allegheny Home for the Friendless.	Allegheny, Pa.
Kelso Orphan Home .....	Baltimore, Md.	Bridgewater Soldiers' Orphan Home.	(Ridge avenue).
St. Anthony's Asylum.....	Baltimore, Md.	Church Home.....	Bridgewater, Pa.
St. James' Home for Homeless Children.	Baltimore, Md.	Home for the Friendless....	Lancaster, Pa.
St. Peter's Asylum for Female Children.	Baltimore, Md.	Aimwell School Association.	Lancaster, Pa.
St. Vincent's Male Orphan Asylum.	Baltimore, Md. (N. Front street).	St. Paul's Roman Catholic Orphan Asylum.	Philadelphia, Pa.
Protestant Episcopal Orphan Asylum.	Frederick, Md.	Orphans' Home of the Evangelical Lutheran Church.	Pittsburgh, Pa.
Boston Asylum and Farm School for Indigent Boys.	Boston, Mass.	Emlen Institution .....	(Tannehill street).
		Home for Friendless Children.	Rochester, Pa.
		Orphans' Farm School .....	Warminster, Pa.
		Home for Friendless and Destitute Children.	Wilkes-Barre, Pa.
		Charleston Orphan House...	Zelenople, Pa.
		Hebrew Orphan Society ....	Newport, R. I.
			Charleston, S. C.
			Charleston, S. C.



TABLE XXII.—*List of homes and asylums for orphans, &c.*—Continued.

Name.	Location.	Name.	Location.
PART 1.—HOMES AND ASYLUMS, &c.—Continued.		PART 3.—INDUSTRIAL SCHOOLS.	
Palmetto Orphan Home .....	Columbia, S. C.	Industrial Home, or Home for the Friendless.	Savannah, Ga.
Leath Orphan Asylum .....	Memphis, Tenn.	Home Industrial School.....	Chicago, Ill.
St. Peter's Orphan Asylum ..	Memphis, Tenn.	Railroad Mission Industrial School.	Chicago, Ill.
Fredericksburg Female Orphan Asylum,	Fredericksburg, Va.	Industrial School (House of the Good Shepherd).	New Orleans, La.
Lynchburg Female Orphan Asylum.	Lynchburg, Va.	St. Elizabeth's House of Industry.	New Orleans, La.
Friends' Asylum for Colored Orphans	Richmond, Va.	Boys' Industrial School.....	St. Paul, Minn.
St. Vincent's Roman Catholic Orphan Asylum.	Wheeling, W. Va.	Girls' Industrial School.....	St. Paul, Minn.
St. Mary's Orphan Asylum ..	Elm Grove, Wis.	Blind Girls' Industrial Home.	St. Louis, Mo.
St. Emilian's Orphan Asylum	St. Francis Station, Wis.	St. Joseph's Industrial School.	Albany, N. Y.
Church Orphanage.....	Washington, D. C.	Pennsylvania Industrial Home for Blind Women.	Philadelphia, Pa. (329 Locust st.).
Washington City Orphan Asylum.	Washington, D. C.	West Philadelphia Industrial School of the Immaculate Conception.	Philadelphia, Pa. (Thirty-ninth and Pine streets).
Chickasaw Orphan School ...	Chickasaw Nation, Ind. Ter.	Pennsylvania Working Home for Blind Men.	West Philadelphia, Pa. (3515 Lancaster avenue).
PART 2.—INFANT ASYLUMS.		Girls' Industrial Home .....	Knoxville, Tenn.
Infant Foundling Asylum ...	Covington, Ky.	St. Rose's Industrial School.	Washington, D. C.
St. Elizabeth's Home for Colored Infants.	Baltimore, Md. (St. Paul street).		
New York Foundling Asylum Society.	New York, N. Y.		
St. Vincent's Home .....	Philadelphia, Pa.		

TABLE XXII.—*Memoranda.*

Names.	Location.	Remarks.
ORPHAN HOMES AND ASYLUMS.		
Asylum of St. Casimir for Polish Children..	La Salle, Ill.....	Removed to Detroit, Mich.
House of the Good Shepherd.....	Baltimore, Md.....	See Reform Schools (Table XXI).
Boffin's Bower .....	Boston, Mass.....	Not distinctly educational.
Street Boys' Home.....	St. Louis, Mo. (1112 Olive street).	Not found.
New York Juvenile Asylum.....	New York, N. Y.....	See Reform Schools (Table XXI).
Women's Christian Association of Pittsburgh and Allegheny.	Pittsburgh, Pa.....	See report of Home for Colored Children, Allegheny, this Home being one of the ten branches of the association.
Memphis Bethel .....	Memphis, Tenn.....	Not found.
St. Paul's Church Home .....	Petersburg, Va.....	Closed.
German Protestant Orphan Asylum .....	Uniontown, D. C.....	See German Orphan Asylum, Washington; identical.
St. John's Orphanage.....	Washington, D. C.....	See the Church Orphanage; identical.
INFANT ASYLUM.		
Rhode Island Children's Hospital and Nursery.	Providence, R. I.....	Closed; work given to St. Mary's Orphanage.
INDUSTRIAL SCHOOLS.		
Good Shepherd Industrial School .....	St. Paul, Minn.....	Closed.
Industrial School of the House of the Good Shepherd.	St. Louis, Mo.....	Not a regularly organized industrial school; simply a class of the younger children of respectable parentage under the care of the Sisters of the Good Shepherd.
New York House and School of Industry...	New York, N. Y.....	Gives out sewing to poor women and has a sewing school twice in each week; the Infant Industrial School is discontinued.
Warren Street Mission Sewing School No. 3.	Marietta, Ohio .....	Closed.

TABLE XXIII.—*Statistics of educational benefactions for 1881; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
University of California .....	Berkley, Cal .....	D. O. Mills .....	San Francisco, Cal..
Pierce Christian College.....	College City, Cal....	Various persons .....	.....
University of Southern California.	Los Angeles, Cal....	Rev. A. Higble and various others.	.....
University of the Pacific .....	Santa Clara, Cal .....	.....	.....
Pacific Methodist College.....	Santa Rosa, Cal.....	.....	.....
Colorado College.....	Colorado Springs, Colo.	.....	.....
University of Denver .....	Denver, Colo.....	{ John Evans..... } { J. W. Bailey .....	Denver, Colo.....
Trinity College .....	Hartford, Conn .....	{ Various others .....	Hartford, Conn .....
Wesleyan University.....	Middletown, Conn ..	{ Charles H. Northam .....	New York, N. Y .....
		{ George I. Seney.....	.....
		{ Various persons .....	.....
		{ Hon. James Knox (deceased). }	Knoxville, Ill .....
		John Haynes .....	.....
		.....	.....
		Various persons .....	Hartford, Conn .....
Yale College.....	New Haven, Conn ..	Dr. Timothy Dwight Porter (deceased).	.....
		.....	.....
		Lucius Hotchkiss (deceased).	New Haven, Conn ..
		Rev. Joel Hawes, D. D .....	.....
		.....	.....
Clark University .....	Atlanta, Ga.....	N. G. Ladd, M. D., and others.	Malden, Mass.....
Atlanta University.....	Atlanta, Ga.....	Various persons .....	.....
		.....	.....
		{ George I. Seney.....	New York, N. Y .....
Emory College.....	Oxford, Ga.....	.....	.....
		.....	.....

replies to inquiries by the United States Bureau of Education.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$75,000			\$75,000				For a professorship of intellectual and moral philosophy and civil polity, on condition that the income be devoted exclusively to the support of this professorship, and that any surplus shall be added to the original fund.
1,700	\$1,700						To be invested for endowment and interest uscd.
1,098		\$1,098					400 volumes and a fine collection of magazines to the library from Rev. A. Higbie; \$1,098 donations to furnishing fund, and various donations to the museum from others.
6,000	6,000						To pay debt.
6,000							Purpose not specified.
12,420							Purpose not specified; \$6,700 from western contributions and \$5,720 from eastern donations.
20,000		10,000					} For buildings and apparatus.
		3,000					
		7,000					
40,000		40,000					For the erection of a new building.
144,400	139,000						\$139,000 for endowment and \$3,000 for current expenses.
	5,400						For current expenses.
	39,000						A contingent bequest made in 1876, but not decided for Yale until 1881, when an Illinois court declared it to be justly claimed by the college.
	10,000						\$10,000 of the John Haynes fund paid into the college treasury.
		10,500					Value of a new building to be devoted to the reference library of the theological department.
		650					For purchase of physiological apparatus.
217,970		150,000					Income to be applied to "the increase of teaching force in the academical department." This amount, \$150,000, arises from the sale of part of the property conveyed to the college three years ago by Dr. Porter, but which did not come into the actual possession of the college until his death, in December, 1880.
				\$10,000			The income to be given to students of the academical department who need pecuniary aid.
				2,820			For the general scholarship fund.
		4,000					For the Winchester observatory towards the purchase of instruments.
13,000	13,000						For the medical department.
3,779	3,779						Donations for the college year 1880-'81, for general purposes and aid of indigent students.
	5,000	20,000	25,000				\$25,000 to complete the endowment of the "Lovick Pierce professorship," \$20,000 for the erection of Seney Hall, and \$5,000 to help pay the college debt.
160,000	(110,000)						Part for building and part for endowment.

TABLE XXIII. — *Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Cont'd.			
Illinois Wesleyan University.	Bloomington, Ill . . .	Various persons . . . . .	.....
Northwestern University . . .	Evanston, Ill . . . . .	Philander Smith . . . . .	Oak Grove, Ill . . . . .
Knox College . . . . .	Galesburg, Ill . . . . .	Alumni . . . . .	.....
Lombard University . . . . .	Galesburg, Ill . . . . .	{ Mr. Higgenbolloom . . . . .	Chicago, Ill . . . . .
Illinois College . . . . .	Jacksonville, Ill . . . .	{ Mr. Kew . . . . .	Chicago, Ill . . . . .
		{ Mrs. Hall . . . . .	Chicago, Ill . . . . .
		{ Many others . . . . .	.....
		Mrs. Valeria G. Stone . . . .	Malden, Mass . . . . .
Lake Forest University . . . . .	Lake Forest, Ill . . . . .	.....	.....
Monmouth College . . . . .	Monmouth, Ill . . . . .	.....	.....
Chaddock College . . . . .	Quincy, Ill . . . . .	Prudence Chaddock . . . . .	Astoria, Ill . . . . .
Augustana College . . . . .	Rock Island, Ill . . . . .	Churches of Augustana Swedish Lutheran Syn- od . . . . .	.....
Shurtleff College . . . . .	Upper Alton, Ill . . . .	Estate of Heman Goodrich .	Carrollton, Ill . . . . .
Westfield College . . . . .	Westfield, Ill . . . . .	Various persons . . . . .	.....
Wheaton College . . . . .	Wheaton, Ill . . . . .	.....	.....
Franklin College . . . . .	Franklin, Ind . . . . .	John Robertson . . . . .	Shelbyville, Ind . . . .
Indiana Asbury University . . .	Greencastle, Ind . . . . .	.....	.....
Hartsville College . . . . .	Hartsville, Ind . . . . .	.....	.....
Union Christian College . . . . .	Merom, Ind . . . . .	Various churches and private gifts .	.....
Earlham College . . . . .	Richmond, Ind . . . . .	Various persons . . . . .	.....
		(Theo. M. Davis . . . . .	New York, N. Y. . . . .
Griswold College . . . . .	Davenport, Iowa . . . .	Miss Wolfe . . . . .	New York, N. Y. . . . .
		Mrs. D. J. Ely . . . . .	New York, N. Y. . . . .
Drake University . . . . .	Des Moines, Iowa . . . .	Various persons . . . . .	.....
		Gen. George M. Drake . . . .	Des Moines, Iowa . . . .
Iowa College . . . . .	Grinnell, Iowa . . . . .	.....	.....
Simpson Centenary College . . .	Indianola, Iowa . . . . .	Various persons . . . . .	Iowa . . . . .
State University of Iowa . . . .	Iowa City, Iowa . . . . .	J. F. Tallant . . . . .	Burlington, Iowa . . . .
German College . . . . .	Mt. Pleasant, Iowa . . .	.....	.....
Penn College . . . . .	Oskaloosa, Iowa . . . . .	Various persons . . . . .	.....
Central University of Iowa . . .	Pella, Iowa . . . . .	{ H. G. Curtis . . . . .	.....
		{ E. G. Barker . . . . .	.....
		{ S. B. Thing . . . . .	.....
		{ Various others . . . . .	.....
Ottawa University . . . . .	Ottawa, Kans . . . . .	.....	.....
Washburn College . . . . .	Topeka, Kans . . . . .	Various persons . . . . .	New England States



benefactions for 1881, &c. — Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$15,000	(\$15,000)						For endowment fund and for building purposes; contributed by several hundred persons in money, town lots, and lands, on condition that each gift or bequest is used for the purpose named.
2,715	\$2,715						For endowment fund.
4,000			\$4,000				Toward the endowment of a Latin professorship, to be called "the alumni professorship."
6,500	2,000	\$3,000					\$2,000 for endowment fund, \$3,000 for boarding hall, and \$1,500 for theological department.
20,000	20,000						For endowment, on condition that an additional \$30,000 be raised; the effort to raise this amount is now being made.
10,000				\$10,000			For scholarships and general funds.
4,000	4,000						For endowment fund.
10,000							Purpose not specified.
6,000	6,000						For maintenance.
1,000							For the theological department.
15,000	15,000						For general purposes; to be valid when a \$25,000 relief fund is made up, of which amount this sum is the completion.
550	550						For current expenses.
3,000	3,000						For general endowment.
10,000							Purpose not specified.
1,000	1,000						For incidental expenses.
500					(\$500)		For library, and to aid young ministers.
21,000		21,000					For improvements.
				500			For a scholarship for a student for the ministry.
11,000	2,500						For current expenses.
		5,000					For a residence for a theological professor.
	3,000						For endowment fund.
20,000	20,000						To found the university; also various other liberal donations from citizens of Des Moines for building and endowment.
5,750	3,000		1,250	1,500			\$3,000 for general fund, \$1,250 for chair of didactics, and \$1,500 for scholarship to assist young men studying for the ministry.
2,300	2,300						For general purposes, removal of debt, &c.
100						\$100	For library; to be given annually in memory of a deceased son.
300							For the theological department.
3,000			3,000				To pay professors' salaries.
60,000			6,000				For professorships; Messrs. Curtis and Barker \$30,000 cash, and \$25,000 additional in mining stock.
7,000	7,000						For endowment.
4,000	4,000						To increase the endowment fund and for the beginning of a library fund.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Berea College.....	Berea, Ky.....	{ Mrs. Valeria G. Stone ..... S. V. White ..... H. B. Claflin ..... Z. M. Crane ..... Joseph Perkins ..... William Thaw ..... Samuel Plumb ..... E. A. Graves ..... Miss E. M. Graves ..... Mrs. L. G. Owen ..... A. L. Williston ..... Many others ..... S. P. Walters ..... Various persons ..... Cyrus Woodman ..... Miss Hale ..... W. W. Thomas ..... Various persons ..... Rev. A. L. Houghton, A. M. (deceased).	Malden, Mass ..... New York, N. Y. .... New York, N. Y. .... Dalton, Mass ..... Cleveland, Ohio ..... Pittsburgh, Pa. .... Streator, Ill. .... Morristown, N. J. .... Morristown, N. J. .... Morristown, N. J. .... Florence, Mass ..... Richmond, Ky. .... Cambridge, Mass ..... Boston, Mass ..... Portland, Mass ..... Weld, Me .....
Central University.....	Richmond, Ky.....		
Bowdoin College.....	Brunswick, Me.....		
Bates College.....	Lewiston, Me.....		
Colby University.....	Waterville, Me.....		
St. Charles's College.....	Ellicott City, Md.....		
Western Maryland College ..	Westminster, Md.....	Educational Endowment, Society of the Method- ist Protestant Church.	Baltimore, Md.....
Amherst College.....	Amherst, Mass.....	Samuel Williston (de- ceased).	Easthampton, Mass.
		Edward Russell .....	
		Anonymous.....	
		Mrs. Samuel Hooper .....	
		Executor and trustee of Henry Bartlett.	
		Family of Oliver Ames .....	
		Executors of John C. Gray.	
		Executors of Rev. Daniel Austin.	
		Committee on the Rev. Dr. James Walker me- morial.	
		Executor of John B. Bar- ringer.	
		Executor of Edward M. Barringer.	

benefactions for 1881, &c. — Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$54, 048	\$54, 048						For endowment and current expenses.
50, 000	8, 000 42, 000						For the endowment of the university.
10, 500	6, 100			\$1, 000		\$3, 400	\$3,000 for library, \$400 for art collections, \$1,000 for scholarship fund, \$5,000 for fund for retired presidents, and \$1,100 for general fund.
1, 000	1, 000						For general purposes of the college.
22, 112	22, 112						\$21,065 for general purposes and \$1,047 to increase a fund held by the university for the benefit of the preparatory schools under its control.
90							Purpose not specified.
24, 300	24, 300						For payment of debt.
100, 000							Purpose not specified; by the terms of the will of the late Samuel Williston Amherst College was to receive \$100,000 on the sale of property known as Williston Mills; the property was sold about the year 1881, and the amount specified was realized by the college.
				125			To increase the scholarship founded by him.
	20, 000						For retiring allowances to officers of the university.
			\$30, 000				To increase the principal of the Sturgis Hooper professorship fund.
				5, 000			To found a scholarship, the income only to be used in aid of meritorious undergraduates who may require such assistance.
	17, 000						For the further endowment of the divinity school.
							\$25,000 as an unrestricted legacy.
							\$2,100 on account of bequest of \$7,000, to be used for some good college purpose, at the discretion of the college government; also \$300 on account of bequest of \$1,000 to the divinity school.
				9, 977			For the foundation of the James Walker fellowship; also, from the same committee, a mural tablet, erected in Memorial Hall at a cost of \$1,516.
		\$5, 000					On account of bequest for the benefit of the chemical department of the Lawrence Scientific School.
	750						On account of bequest for the benefit of the medical school.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.		James J. Higginson .....	
		Various persons .....	
		Arthur T. Lyman.....	
		Various persons .....	
		Frederick L. Ames .....	
		John L. Gardner .....	
		John C. Phillips .....	
		Stephen Salisbury .....	
		Quincy A. Shaw .....	
		Various persons .....	
		John Amory Lowell .....	
		H. H. Hunnewell .....	
		Dr. S. S. Silva .....	
		Various persons .....	
Harvard University .....	Cambridge, Mass. ....	Various persons .....	
		George W. Wales .....	
		Anonymous .....	
		William B. Weeden .....	
		Henry Lee .....	
		Dante Society .....	
		Assistant Professor Jacquinet .....	
		Executors of Thomas Carlyle .....	
		Dr. W. S. Bigelow .....	
		T. O. H. P. Burnham .....	
		F. Gordon Dexter .....	
		F. L. Higginson .....	
		George Higginson .....	
		H. P. Kidder .....	
		Henry Lee .....	
		G. A. Nickerson .....	
		Miss Josephine Nickerson .....	
		Nathaniel Thayer, jr .....	
		Various persons .....	
		George Higginson, treasurer of medical school building fund .....	
		William Gray .....	
		Prof. Josiah P. Cooke .....	
		Wm. P. West .....	Halifax, N. S. ....
Tufts College .....	College Hill, Mass. ..	Mrs. Mary T. Goddard ..	
		Mrs. Goddard and others .....	
Williams College .....	Williamstown, Mass. ..	Judge James L. Rice (deceased) .....	
		Various persons .....	
		Dr. J. U. Eckel .....	San Francisco, Cal. ..
University of Michigan .....	Ann Arbor, Mich. ....	Dr. A. J. Sawyer .....	Monroe, Mich. ....
		Rev. Chas. N. Waldron, D. D. ....	Hillsdale, Mich. ....
Hillsdale College .....	Hillsdale, Mich. ....	Mrs. C. M. Waldron .....	Hillsdale, Mich. ....
		Mrs. M. E. Waterman .....	Albany, N. Y. ....
		J. Mauck .....	Cheshire, Ohio. ....
		Various persons .....	



Benefactions for 1881, &amp;c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$347, 477	.....	\$2, 000	.....	.....	.....	.....	For the endowment of a physical laboratory.
	.....	5, 350	.....	.....	.....	.....	For the endowment of a physical laboratory.
	\$5, 000	.....	.....	.....	.....	.....	For endowment of divinity school.
	5, 475	.....	.....	.....	.....	.....	For endowment of divinity school.
	.....	5, 000	.....	.....	.....	.....	\$30,165 for the increase of the botanic garden fund (Mr. Lowell's gift for immediate use) and \$497 for a new boiler for greenhouses of the botanic garden.
	.....	5, 000	.....	.....	.....	.....	
	.....	2, 500	.....	.....	.....	.....	
	.....	4, 000	.....	.....	.....	.....	
	.....	5, 000	.....	.....	.....	.....	
	.....	8, 665	.....	.....	.....	.....	
	.....	1, 000	.....	.....	.....	.....	
	.....	497	.....	.....	.....	.....	
	.....	5	.....	.....	.....	.....	For the endowment fund of the dental school.
	2, 000	.....	.....	.....	.....	.....	Subscriptions for Chinese instruction.
	3, 680	.....	.....	.....	.....	.....	Subscriptions for the observatory.
	.....	.....	\$500	.....	.....	\$200	For books for the library.
	.....	.....	.....	.....	.....	.....	To increase the salary of the professor of entomology.
	.....	.....	.....	.....	.....	100	To aid in publishing library bulletins.
	.....	.....	.....	.....	.....	50	To aid in publishing library bulletins.
	.....	.....	.....	.....	.....	50	For the purchase of books on Dante.
	.....	.....	.....	.....	.....	13	For books for the library.
	.....	.....	.....	.....	.....	.....	Books used by Carlyle in writing on Cromwell and Frederick II.
	.....	4, 000	.....	.....	.....	.....	For the new building for the medical school.
	.....	3, 000	.....	.....	.....	.....	
	.....	5, 000	.....	.....	.....	.....	
	.....	25, 000	.....	.....	.....	.....	
	.....	5, 000	.....	.....	.....	.....	
	.....	2, 000	.....	.....	.....	.....	
	.....	10, 000	.....	.....	.....	.....	
	.....	5, 000	.....	.....	.....	.....	
	.....	5, 000	.....	.....	.....	.....	
	.....	5, 000	.....	.....	.....	.....	
	.....	18, 520	.....	.....	.....	.....	Balance on hand of old subscriptions to the medical school building fund.
	.....	86, 954	.....	.....	.....	.....	
	150	.....	.....	.....	.....	.....	For lecturer on political economy.
	.....	.....	.....	.....	.....	.....	A collection of most of the original papers published by the officers of the laboratory during the past ten years.
	.....	.....	.....	.....	.....	.....	A bequest of \$20,000; purpose not specified.
	150, 000	25, 000	.....	.....	.....	.....	This amount of the money furnished by Mrs. Goddard has been applied to the building of a chapel.
	105, 000	.....	.....	.....	.....	.....	Subscriptions and bequests to the amount of \$105,000 for endowment.
	.....	.....	.....	.....	.....	.....	For Greek and Latin prize.
	17, 000	.....	.....	\$5, 000	.....	.....	
	12, 000	.....	.....	.....	.....	.....	For various purposes.
	50	50	.....	.....	.....	.....	For the homoeopathic medical college; purpose not specified.
	.....	.....	.....	.....	.....	.....	Collection of 100 pathological specimens for the same department.
	.....	.....	5, 000	.....	.....	.....	To found a "Waldron professorship," the trustees to elect the specific direction; the chair of Latin has been designated by them.
	30, 000	.....	5, 000	.....	.....	.....	Purpose of gift of \$2,500 not specified.
	.....	.....	5, 000	.....	.....	.....	Contributions to the amount of \$12, 500; purpose not specified.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Hope College .....	Holland, Mich .....	Various churches and individuals .....	.....
Kalamazoo College .....	Kalamazoo, Mich .....	Various persons .....	.....
Olivet College .....	Olivet, Mich .....	.....	.....
Hamline University .....	Hamline, Minn .....	Various churches .....	.....
Carleton College .....	Northfield, Minn .....	Various persons .....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
Central College .....	Fayette, Mo .....	{ R. A. Barnes .....	St. Louis, Mo .....
.....	.....	{ Various persons .....	.....
Westminister College .....	Fulton, Mo .....	.....	.....
Pritchett School Institute .....	Glasgow, Mo .....	{ Miss Morrison .....	.....
.....	.....	{ Miss Thompson .....	.....
.....	.....	{ United Presbyterian Congregation .....	.....
Lincoln College .....	Greenwood, Mo .....	{ N. M. Jamison .....	.....
.....	.....	{ J. A. Kirkton .....	.....
.....	.....	{ M. M. Brown .....	.....
.....	.....	{ John Glendemi .....	.....
William Jewell College .....	Liberty, Mo .....	.....	.....
.....	.....	{ Geo. Partridge and wife .....	.....
.....	.....	{ Various persons .....	.....
Washington University .....	St. Louis, Mo .....	.....	.....
.....	.....	{ Wayman Crow and family .....	.....
.....	.....	{ Several persons .....	.....
.....	.....	{ Mrs. Valeria G. Stone .....	Malden, Mass .....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
Drury College .....	Springfield, Mo .....	Frederick Marquand .....	Southport, Conn .....
.....	.....	S. M. Edgell .....	St. Louis, Mo .....
.....	.....	Rev. C. L. Goodell, D. D. .....	St. Louis, Mo .....
.....	.....	Carlos S. Greeley .....	St. Louis, Mo .....
.....	.....	Chas. Fairbanks .....	London, Eng .....
.....	.....	.....	.....
.....	.....	Albert W. Nickerson .....	Boston, Mass .....
.....	.....	.....	.....
Central Wesleyan College .....	Warrenton, Mo .....	{ Various persons .....	.....
.....	.....	.....	St. Louis, Mo .....

<sup>a</sup> These benefactions are for the school year 1880-'81 and embrace those for portions of two calendar of Education

benefactions for 1881, &amp;c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$4,372	\$4,372	.....	.....	.....	.....	.....	Donations to the contingent fund.
1,600	1,600	.....	.....	.....	.....	.....	For current expenses.
50,000	20,000	.....	\$20,000	.....	.....	\$10,000	\$20,000 for a professorship, \$10,000 for a library fund, and the balance for general purposes.
5,000	5,000	.....	.....	.....	.....	.....	To liquidate debt.
44,669	(40,669)	.....	.....	\$4,000	.....	.....	\$8,000 from Mrs. A. Wilkinson, Cambridge, Mass.; \$10,401 from the estate of F. T. Coit, Norwich, Conn.; \$1,000 from estate of Mrs. L. M. Jewett, Newton, Mass., for scholarship fund; \$1,000 from estate of W. H. Norton, Northfield, Minn.; \$1,500 from John B. Eldridge, Hartford, Conn.; \$3,000 from L. J. Knowles, Worcester, Mass.; \$1,000 from Roland Mather, Hartford; \$1,000 from E. Farnsworth, Boston, Mass.; \$2,500 from Mrs. Blatchford, Chicago, Ill.; \$1,250 from Rev. E. M. Williams, Minneapolis, Minn., and \$11,018 from various other persons. Of these amounts \$4,000 are for scholarship fund, \$22,961 for general endowment, \$8,100 for annuity fund, and \$9,608 for building and general expenses.
30,000	.....	.....	25,000	.....	.....	.....	To endow a professorship.
5,000	5,000	.....	.....	.....	.....	.....	Purpose of gifts amounting to \$5,000 is not specified.
1,000	.....	.....	.....	500	.....	.....	For payment of debt.
.....	.....	.....	.....	500	.....	.....	For a scholarship.
.....	1,200	.....	.....	.....	.....	.....	For a scholarship.
2,600	700	.....	.....	.....	.....	.....	For liquidation of debt, on condition of free use of hall.
.....	400	.....	.....	.....	.....	.....	For liquidation of debt.
.....	200	.....	.....	.....	.....	.....	For liquidation of debt.
.....	100	.....	.....	.....	.....	.....	For liquidation of debt.
10,000	10,000	.....	.....	.....	.....	.....	For permanent endowment.
.....	\$40,000	.....	.....	.....	.....	.....	Gift of 200 acres of land, valued at \$40,000.
49,600	.....	.....	.....	.....	.....	.....	For several uses of the university, one gift of \$10,000 having been made for the permanent endowment of St. Louis Law School.
248,600	.....	132,000	.....	.....	.....	.....	Gift of the Art Museum building, including lot.
.....	27,000	.....	.....	.....	.....	.....	For partial endowment of Art Museum.
.....	30,000	.....	25,000	.....	.....	.....	\$30,000 for chapel, \$25,000 for endowment of "Stone professorship of mental and moral philosophy," and \$16,500 given unconditionally.
.....	5,000	.....	.....	.....	.....	.....	For endowment fund.
.....	5,250	.....	.....	.....	.....	.....	For endowment fund.
.....	260	.....	.....	.....	.....	.....	For endowment fund.
.....	50	.....	.....	.....	.....	.....	For endowment fund.
.....	.....	500	.....	.....	.....	.....	For further furnishing of Fairbanks Hall.
.....	5,000	.....	.....	.....	.....	.....	For endowment fund.
.....	3,053	.....	.....	435	.....	.....	National council scholarship fund.
1,000	1,000	.....	.....	.....	.....	.....	For endowment fund.
.....	.....	.....	.....	.....	.....	.....	For the theological department; a legacy not yet available.

years; they are therefore nearly identical with benefactions for 1880 in the Report of the Commissioner for that year.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Doane College .....	Crete, Nebr.....	{ Mrs. Valeria G. Stone.... Thomas Doane .....	Malden, Mass..... Charlestown, Mass..
		Miss Mary Perry .....	Worcester, Mass....
		Edward P. Smith .....	Enfield, Mass.....
		Estate H. P. Haven.....	New London, Conn..
		Various persons .....	
Alfred University .....	Alfred, N. Y.....	Geo. H. Babcock .....	Plainfield, N. J.....
St. Stephen's College .....	Annandale, N. Y....		
St. Lawrence University .....	Canton, N. Y.....	Mrs. E. S. Hoyt .....	Auburn, N. Y.....
Hamilton College .....	Clinton, N. Y.....		
Hobart College.....	Geneva, N. Y.....	J. H. Swift.....	New York, N. Y....
Cornell University.....	Ithaca, N. Y.....	Henry W. Sage .....	Ithaca, N. Y.....
Columbia College .....	New York, N. Y....	Estate of Stephen Whit- ney Phoenix.	New York, N. Y....
		{ Matthew Vassar, jr.....	
Vassar College.....	Poughkeepsie, N. Y.	Edward M. Barringer.....	
		{ Mrs. Stillman Witt..... Mrs. Millard Fillmore....	Cleveland, Ohio..... Buffalo, N. Y.....
University of Rochester.....	Rochester, N. Y....	Rev. E. L. Magoon, D. D ..	Philadelphia, Pa....
College and Seminary of Our Lady of Angels .....	Suspension Bridge, N. Y.....		
Syracuse University.....	Syracuse, N. Y.....	Various persons .....	
University of North Carolina.	Chapel Hill, N. C....	Wm. H. Vanderbilt .....	New York, N. Y....
Biddle University .....	Charlotte, N. C.....		
Weaverville College.....	Weaverville, N. C....	{ J. A. Reagan..... W. E. Weaver .....	Weaverville, N. C....
		E. M. Goolsby .....	
Buchtel College.....	Akron, Ohio .....	Hon. John R. Buchtel.....	Akron, Ohio .....
German Wallace College.....	Berea, Ohio.....		
Ohio Wesleyan University...	Delaware, Ohio.....	Peter Amrine.....	Marysville, Ohio....
		{ Hon. Columbus Delano ..	
Kenyon College. ....	Gambier, Ohio.....		
		Hon. H. B. Curtis .....	Mt. Vernon, Ohio ...
		Hon. J. W. Andrews.....	



benefactions for 1881, &amp;c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$13,632	\$5,000						Mostly for endowment.
	6,000						
	1,000						
	500						
	200						
	932						
30,000			\$30,000				\$20,000 for the professorship of physics and \$10,000 for the Greek professorship.
7,000	7,000						For the annual expenses of the college.
1,250							To be used at discretion of trustees.
19,200	9,000			\$7,500		\$2,700	\$9,000 for general fund, \$2,700 for library, and \$7,500 for scholarship.
13,000	10,000					3,000	\$10,000 for the chaplaincy fund and \$3,000 for the library fund; a legacy still unpaid.
15,000		\$15,000					For botanical laboratory and plant houses.
650,000	650,000						To promote scientific research; bequest consists of personal and real estate, subject to life interest of relatives of testator.
133,000			80,000		\$50,000		\$80,000 endows two professorships, one of ancient languages and one of physics and chemistry; the \$50,000 is a fund for the aid of students; the whole is a bequest.
				3,000			A legacy; income to be paid "to the best scholar in the graduating class of each year who shall be a daughter of a physician, or of one who was a physician in his life-time, and who shall offer herself as a competitor for the prize."
25,000	5,000						To increase the endowment fund.
	20,000						A bequest, to be divided equally between four memorial funds, the interest of which shall be available for general purposes.
160							A set of eighty architectural engravings, colored by the most eminent English water-colorists, and a valuable series of large Turner proofs.
49,212	49,212						Purpose not specified.
10,000					10,000		To meet current expenses and pay floating debt.
2,000	2,000						To increase the Deems fund, established for the aid of indigent students of this university.
50		15					Toward endowment of president's chair.
		15					For desks and apparatus.
		20					
28,000	28,000						To liquidate debt; pledged on condition that the whole debt, \$61,518, be pledged, which has been done.
1,200		1,200					To reduce debt on new chapel.
10,000			10,000				In part endowment of professorship.
26,500		11,500					For building a new hall for preparatory school and to form a fund, the income of which shall be used in the purchase of apparatus for the chair occupied by the Peabody professor.
				15,000			The Curtis scholarship fund.
							Conveyed to the board certain lots in Columbus, Ohio, for scholarships.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.		{ Mrs. Henry Chisholm and children. Mr. Henry Chisholm, deceased. J. D. Rockefeller..... R. A. Holden..... W. H. Doane, M. S. Doc. Mrs. E. E. Barney and children. Rev. H. F. Colby..... Albert Thresher..... John K. McIntire..... J. B. Thresher..... W. P. Huffman..... E. M. Thresher..... Martin E. Gray..... J. H. Tangeman..... J. W. King..... Various persons..... Hon. William R. Putman (deceased). Alpha Di Gamma Society Truman Hillier..... Joseph Perkins..... Hon. Elizur Smith..... Ezra Farnsworth..... W. O. Grover..... J. H. Hubbell..... Hon. S. D. Warren..... Mrs. V. G. Stone..... Hon. William Hyde..... Hon. William E. Dodge..... Hon. J. Q. Howard..... George L. Laffin..... Children of Rev. Dr. J. Eldridge..... Hon. R. Battell and sister. Marietta College Club..... Miss Louise Brigham..... Various persons..... Hon. Lewis Miller..... C. Aultman..... Jacob Miller..... Miss Libbie Aultman.....	Cleveland, Ohio..... Cleveland, Ohio..... Cleveland, Ohio..... Cincinnati, Ohio..... Cincinnati, Ohio..... Dayton, Ohio..... Dayton, Ohio..... Dayton, Ohio..... Dayton, Ohio..... Dayton, Ohio..... Willoughby, Ohio..... Lockland, Ohio..... Xenia, Ohio..... Marietta, Ohio..... ..... Cleveland, Ohio..... Lee, Me..... Boston, Mass..... Boston, Mass..... Boston, Mass..... Boston, Mass..... Malden, Mass..... Ware, Mass..... New York, N. Y..... New York, N. Y..... Westfield, Me..... Norfolk, Conn..... Norfolk, Conn..... Cincinnati, Ohio..... Marietta, Ohio..... Akron, Ohio..... Canton, Ohio..... Canton, Ohio.....
Denison University.....	Granville, Ohio.....		
Marietta College.....	Marietta, Ohio.....		
Mt. Union College.....	Mt. Union, Ohio.....		
Oberlin College.....	Oberlin, Ohio.....		
Rio Grande College.....	Rio Grande, Ohio.....	{ Mrs. Permelia Wood..... Various persons.....	Rio Grande, Ohio.....
Wittenberg College.....	Springfield, Ohio.....		
Otterbein University.....	Westerville, Ohio.....		
University of Oregon.....	Eugene City, Oreg..	{ Citizens of Lane County..... Henry Villard.....	
McMinnville College.....	McMinnville, Oreg..	{ Dea. Saml. County..... Mrs. George C. Chandler.....	
Muhlenberg College.....	Allentown, Pa.....	{ James K. Mosser..... Thomas Keck.....	Allentown, Pa..... New York, N. Y.....
Lafayette College.....	Easton, Pa.....	John I. Blair.....	Blairtown, N. J.....

benefactions for 1881, &amp;c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$100,532	\$27,000	.....	.....	.....	.....	.....	For the general endowment fund.
	2,000	.....	.....	.....	.....	.....	
	20,000	.....	.....	.....	.....	.....	
	1,500	.....	.....	.....	.....	.....	
	2,600	.....	.....	.....	.....	.....	
	25,000	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
	3,557	.....	.....	.....	.....	.....	
	2,500	.....	.....	.....	.....	.....	
	1,250	.....	.....	.....	.....	.....	
72,397	3,500	.....	.....	.....	.....	.....	For scholarships; the college to give tuition to one student for each \$100 of income.
	3,000	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
	2,500	.....	.....	.....	.....	.....	
	1,500	.....	.....	.....	.....	.....	
	2,625	.....	.....	\$35,000	.....	.....	
	1,000	.....	.....	.....	.....	.....	
	1,250	.....	.....	.....	.....	.....	
	5,000	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
76,000	1,000	.....	.....	.....	.....	.....	Chiefly for endowment fund.
	500	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
	10,000	.....	.....	.....	.....	.....	
	500	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
	500	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
43,851	200	.....	.....	.....	.....	.....	To found three professorships.
	10,000	.....	.....	.....	.....	.....	
	572	.....	.....	.....	.....	.....	
	875	.....	.....	.....	.....	.....	
	.....	.....	\$25,000	.....	.....	.....	
	.....	.....	25,000	.....	.....	.....	
	.....	.....	25,000	.....	.....	.....	
	.....	.....	1,000	.....	.....	.....	
	43,851	43,851	.....	.....	.....	.....	
	800	.....	.....	.....	.....	.....	
12,192	750	.....	.....	.....	.....	.....	\$32,021 for endowment and \$11,830 for general purposes.
	50	.....	.....	.....	.....	.....	
	2,000	.....	.....	.....	.....	.....	
	12,000	.....	.....	.....	.....	.....	
	1,182	.....	.....	.....	.....	.....	
	7,000	\$1,000	1,760	250	.....	\$1,000	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
40,000	2,000	.....	.....	.....	.....	.....	To meet current expenses and purchase apparatus.
	500	.....	.....	.....	.....	.....	
	500	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
40,000	2,000	.....	.....	.....	.....	.....	For endowment.
	500	.....	.....	.....	.....	.....	
	500	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
40,000	2,000	.....	.....	.....	.....	.....	To found professorship of Greek language and literature.
	500	.....	.....	.....	.....	.....	
	500	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
40,000	2,000	.....	.....	.....	.....	.....	To endow the president's chair.
	500	.....	.....	.....	.....	.....	
	500	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	.....	

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Thiel College .....	Greenville, Pa. ....	{ Miss Mary Wagner..... Rev. George W. Critchlow Samuel J. and Abbie Beck John Bacher.....	Water Cure, Pa. .... Prospect, Pa. .... Saegetstown, Pa. .... Greenville, Pa. ....
Haverford College .....	Haverford College, Pa.	Various persons .....	.....
University at Lewisburg ....	Lewisburg, Pa. ....	{ William Bucknell ..... Various others.....	Philadelphia, Pa. .... .....
Westminster College .....	New Wilmington, Pa.	.....	.....
University of Pennsylvania..	Philadelphia, Pa. ....	{ Joseph Wharton..... Thomas A. Scott (dec'd) ..	Philadelphia, Pa. .... Philadelphia, Pa. ....
Swathmore College .....	Swathmore, Pa. ....	{ Samuel Willets ..... Various friends.....	New York, N. Y. .... .....
Brown University .....	Providence, R. I. ....	{ Hon. Lafayette S. Foster (deceased). Joseph C. Hartshorn.....	..... .....
Newberry College .....	Newberry, S. C. ....	{ Philadelphia Alumni As- sociation. Mrs. Caroline E. Lifley (deceased).	..... Charleston, S. C. ....
Clafin University.....	Orangeburg, S. C. ....	.....	.....
East Tennessee Wesleyan University.....	Athens, Tenn. ....	Various persons .....	.....
King College.....	Bristol, Tenn. ....	Bennett H. Young .....	Louisville, Ky. ....
Bethel College.....	McKenzie, Tenn. ....	Various persons .....	.....
Central Tennessee College...	Nashville, Tenn. ....	Jacob Harmon.....	Indiana.....
Fisk University .....	Nashville, Tenn. ....	.....	.....
Vanderbilt University.....	Nashville, Tenn. ....	Wm. H. Vanderbilt .....	New York, N. Y. ....
University of the South.....	Sewanee, Tenn. ....	.....	.....
Southwestern University....	Georgetown, Tex. ....	{ D. H. Snyder ..... Capt. John Snyder..... Capt. Thos. Snyder..... Various persons.....	Georgetown, Tex. .... Cheyenne, Wyo. .... Liberty Hill, Tex. .... .....
University of Vermont and State Agricultural College.	Burlington, Vt. ....	John P. Howard .....	Burlington, Vt. ....
Middlebury College.....	Middlebury, Vt. ....	Various persons..... Col. Thos. A. Scott..... A friend..... H. M. Houston .....	..... Philadelphia, Pa. .... ..... Philadelphia, Pa. ....
Washington and Lee Uni- versity.....	Lexington, Va. ....	{ Col. F. O. French..... James Wilson.....	New York, N. Y. .... New York, N. Y. ....



benefactions for 1881, &amp;c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$2,000	{	{	{	\$500			For scholarships.
				500			
				500			
				500			
7,500		(\$7,500)					For general expenses and care of grounds.
100,000	{	{	{				For the endowment of the university; this gift was conditioned upon a concentration of the funds of the university and the substitution of a single board of trustees, to consist of twenty members, for the present boards of trustees and curators.
15,000							Purpose not specified.
150,000	{	{	{				For endowment of "The Wharton School of Finance and Economy."
46,600	{	{	{	\$50,000			For the endowment of a chair of mathematics.
6,500	{	{	{	\$3,100			For the construction of additional water works.
				43,500			
400	{	{	{		3,000		Subscribed and contributed for rebuilding.
					2,000		
8,800	{	{	{		1,500		A bequest to found a prize scholarship in Greek.
2,000							For a new scholarship, additional to those previously founded by him.
50							To found the "Philadelphia alumni scholarship."
3,200							Purpose not specified.
500							\$6,000 from Hon. Wm. Claflin, \$150 from Mrs. Lee Claflin, \$1,800 from Freedman's Aid Society, and \$850 from various other persons; purpose of benefactions not specified.
7,498					\$2,000		To pay tuition and aid students.
150,000							To supplement salaries.
4,200							For building purposes.
\$3,000	{	{	{				To establish a scholarship in the Meharry Medical Department.
50,000							\$4,000 for scholarship endowment, and \$3,498 for aid to students.
7,000							Given in 1880 and 1881 to found and sustain the university.
87,000	{	{	{				For current expenses, \$600 for the university proper, and \$3,600 for the theological department.
50,000	{	{	{				For improvement of building and purchase of apparatus.
7,000							For the endowment of the chair of natural history: the surplus of the income above the salary paid to the professor is to be applied to the enlargement of the cabinets and the library.
87,000	{	{	{				For repairs and improvements.
87,000	{	{	{				For the endowment fund.
87,000	{	{	{				For a library hall.
87,000	{	{	{				For the endowment of a fellowship, to be known as the "Howard Houston Fellowship."
87,000	{	{	{				To endow a scholarship.
87,000	{	{	{				To endow a scholarship.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Richmond College.....	Richmond, Va.....		
Roanoke College.....	Salem, Va.....	Leander J. McCormick...	Chicago, Ill.....
University of Virginia.....	University of Virginia, Va.	Wm. H. Vanderbilt.....	New York, N. Y.....
		Society of alumni and other friends.	
		Various persons.....	
		W. W. Corcoran.....	Washington, D. C.....
Lawrence University.....	Appleton, Wis.....	Joseph Rork.....	Appleton, Wis.....
Beloit College.....	Beloit, Wis.....	Mrs. Valeria G. Stone...	Malden, Mass.....
		Mrs. J. S. Herrick.....	Madison, Wis.....
		Friends in New England.	
Milton College.....	Milton, Wis.....		
Ripon College.....	Ripon, Wis.....		
Howard University.....	Washington, D. C.....	Mrs. Valeria G. Stone.....	Malden, Mass.....
SCHOOLS OF SCIENCE ( <i>mining, engineering, agriculture, &amp;c.</i> ).			
State College of Agriculture and the Mechanic Arts.	Orono, Me.....	Ex-Gov. Abner Coburn...	Skowhegan, Me.....
Massachusetts Institute of Technology.	Boston, Mass.....	Nathaniel C. Nash.....	
		Various others.....	
Worcester County Free Institute of Industrial Science.	Worcester, Mass.....	David Whitcomb.....	Worcester, Mass.....
		Stephen Salisbury.....	Worcester, Mass.....
		Joseph H. Walker.....	Worcester, Mass.....
Rensselaer Polytechnic Institute.	Troy, N. Y.....	Ebenezer Proudfit.....	Troy, N. Y.....
Lewis College.....	Northfield, Vt.....	Chas. H. Lewis.....	Boston, Mass.....
Hampton Normal and Agricultural Institute.	Hampton, Va.....	Various persons.....	

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$50,000	\$25,000	\$25,000					\$25,000 for endowment and \$25,000 for building.
4,000							Purpose not specified.
		68,000					Large refracting telescope, valued at \$50,000, which was offered to the university in 1877 on condition that the funds necessary to build an observatory and endow the chair of its director were raised, which conditions were complied with in 1881; \$18,000 for building an observatory.
144,000			\$25,000				For the endowment of the chair of astronomy.
			50,000				For the endowment of the chair of astronomy.
						\$1,000	Donations to the library, museum, and to the school of chemistry.
							Fifth instalment of \$1,000 of his gift of \$5,000 to the library.
2,000	2,000						For general fund; subject to an annuity till death of donor.
35,000	20,000	10,000					For endowment fund.
	5,000						For an observatory.
6,288	6,288						For general purposes.
20,000							To liquidate indebtedness for current expenses.
25,000			25,000				Purpose not specified.
							For the endowment of the chair of "revealed theology," on condition that the amount be raised to \$40,000 and the money held in trust by the American Missionary Association; the association is to have the right of nominating the incumbent to the chair.
120				\$20		100	\$100 for library and \$20 for prizes.
12,380							A legacy of \$10,000; purpose not specified.
							Gifts amounting to \$2,380; purpose not specified.
34,500	20,000	6,000					\$20,000 for current expenses and \$6,000 for building addition to shop.
	1,000	7,500					To help build a new shop.
22,500	7,500						For current expenses.
		15,000					For endowment fund.
							For an astronomical observatory, erected as a memorial of his deceased son, formerly a member of the institute.
2,500	2,500						To pay yearly expenses.
	13,772			16,090			\$10,715 for general purposes and \$3,057 for endowment fund.
					\$2,684		For annual scholarships.
105,058					3,021		For beneficiary fund.
	173						For Indian fund.
		30,184					For the Butler school.
	30,184						For building fund.
							\$895 for pastor's salary and \$38,239 for special purposes.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
<b>SCHOOLS OF THEOLOGY.</b>			
Alabama Baptist Normal and Theological School.	{ Selma, Ala.....	{ American Baptist Home Mission Society.	New York, N. Y....
		{ Rev. M. Stone and others.	Enfield, Mass.....
Pacific Theological Seminary.	Oakland, Cal.....	{ Mr. and Mrs. Seth Richards.	.....
		{ Various persons .....	.....
		{ Anonymous .....	.....
Theological Institute of Connecticut.	{ Hartford, Conn ....	{ Rev. W. W. Turner .....	Hartford, Conn ....
		{ Various persons .....	.....
Chicago Theological Seminary.	Chicago, Ill.....	{ Rev. George Morris.....	Baltimore, Md.....
Presbyterian Theological Seminary of the Northwest.	{ Chicago, Ill.....	{ Hon. Cyrus H. McCormick	.....
		{ Maj. James Hite .....	Terre Haute, Ind....
Wartburg Seminary .....	Mendota, Ill.....	{ Ev. Luth. Synod of Iowa.	.....
		{ Gesellschaft für innere Mission in Bayern.	Germany .....
Baptist Union Theological Seminary.	Morgan Park, Ill ..	{ John T. Pirie.....	Brooklyn, N. Y....
College of the Bible.....	Lexington, Ky.....	.....	.....
Southern Baptist Theological Seminary.	Louisville, Ky.....	Various persons .....	.....
		{ B. H. Cushman .....	Farmington, Me....
		{ Charles Clapp .....	Bath, Me .....
		{ R. Wickett .....	.....
		{ An ex pastor .....	.....
		{ Mrs. Jonas Fiske .....	Danvers, Mass.....
		{ Mrs. Julia A. Stanly .....	Hallowell, Me .....
		{ Rev. J. F. Goucher.....	Baltimore, Md.....
		.....	.....
		{ Thomas Kelso .....	Baltimore, Md.....
		{ Freedman's Aid Society of M. E. Church.	.....
		{ William J. Hooper.....	.....
		{ Francis A. Crook.....	.....
		{ B. F. Bennett.....	.....
		{ B. F. Parlett.....	.....
		{ C. W. Slagle .....	.....
		{ Various others .....	.....
		{ Hon. E. C. Fitz, A. M. ....	Chelsea, Mass.....
		{ Harwood & Quincy.....	Boston, Mass.....
		{ Edward C. Wilson.....	Brookline, Mass.....
		{ J. W. Converse.....	Boston, Mass.....
		{ J. H. Walker.....	Worcester, Mass.....
		{ H. L. Chase.....	Brookline, Mass.....
		{ Mrs. Thos. Nickerson.....	Newton Centre, Mass.
		{ J. C. Hartshorn.....	Providence, R. I....
		{ R. O. Fuller.....	Providence, R. I....
		{ H. L. Chase.....	Providence, R. I....
German Theological School of Newark, N. J.	Bloomfield, N. J.....	.....	.....



benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,200							Purpose not specified.
2,400				\$1,000			For scholarship; interest only to be used.
	\$400			1,000			For scholarship; interest only to be used.
				1,000			For current expenses.
3,000							The proceeds to be given to that member of the senior class who writes the best essay on "foreign missions;" it is called the Hartranft prize.
36,886	36,886			2,000			For a scholarship.
							For endowment and general expenses.
51,883	50,000			1,500			To complete the endowment of a scholarship.
						\$383	For payment of debt.
3,614							For library.
1,000	1,000						Collections amounting to \$3,314; purpose not specified.
5,000	5,000						Purpose of gift of \$300 not specified.
140,000	140,000						Subscription to an endowment fund of \$100,000.
							For permanent endowment; also donations from many other persons; sum not specified.
							For endowment, conditioned on the raising of \$200,000, which amount was secured by June 1, 1881.
3,864	600						For general purposes.
	3,000						For general purposes.
	5						For general purposes.
	97					\$100	For students' aid.
	62						For general purposes.
	\$15,000						For general purposes.
							Land and cash for erection of building, a portion of which is apparently identical with the value of a site for building reported in 1880.
	1,500						For endowment fund.
22,890		2,000					
		600					
		600					
		350					
		300					
		250					
		2,290					
				1,000			
				1,000			
				1,000			
				1,000			
10,000				1,000			
				1,000			
				1,000			
				1,000			
				1,000			
				1,000			
4,000	4,000						\$2,000 for endowment and \$2,000 for debt.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Cont.			
Theological Seminary of the Reformed (Dutch) Church in America.	New Brunswick, N. J.	Gardner A. Sage.....	New York, N. Y....
Theological Seminary of the Presbyterian Church. }	Princeton, N. J. ....	{ Miss H. Lenox.....	New York, N. Y....
		{ Robert L. Stuart.....	New York, N. Y....
Auburn Theological Seminary. }	Auburn, N. Y. ....	{ Dr. Sylvester Willard ...	Auburn, N. Y. ....
		{ E. C. Richards (dec'd) ...	.....
Canton Theological Seminary	Canton, N. Y. ....	Various persons .....	.....
De Lancey Divinity School...	Geneva, N. Y. ....	{ Mrs. Proctor (deceased)..	Rochester, N. Y. ....
		{ Miss Clara A. Wilson (deceased).	Allen's Hill, N. Y....
		{ Samuel V. Hoffman.....	New York, N. Y....
General Theological Seminary of the Protestant Episcopal Church. }	New York, N. Y. ....	{ Mrs. George Merritt.....	New York, N. Y....
		{ Miss Caroline Talman....	New York, N. Y....
		{ Mrs. G. R. Hoffman.....	New York, N. Y....
		{ Rev. E. A. Hoffman, D. D.	.....
		{ Rev. C. F. Hoffman.....	.....
		{ Mrs. Amelia A. Cobb.....	Albany, N. Y....
Union Theological Seminary.	New York, N. Y. ....	{ Ex-Gov. E. D. Morgan...}	New York, N. Y....
		{ John B. Trevor.....	New York, N. Y....
		{ John H. Deane.....	New York, N. Y....
		{ John D. Rockefeller.....	Cleveland, Ohio .....
		{ Jeremiah Milbank.....	New York, N. Y....
		{ William A. Cauldwell....	New York, N. Y....
		{ Eric L. Hedstrom.....	Buffalo, N. Y. ....
		{ Mrs. E. A. Witt.....	Cleveland, Ohio .....
		{ Various persons .....	.....
Christian Biblical Institute..	Stanfordville, N. Y..	Various persons .....	.....
St. Mary's Theological Seminary.	Cleveland, Ohio .....	.....	.....
Union Biblical Seminary.....	Dayton, Ohio .....	.....	.....
United Presbyterian Theological Seminary. }	Xenia, Ohio.....	{ A. Collins.....	Xenia, Ohio .....
		{ Daniel Wilson.....	St. Louis, Mo. ....
		{ J. Smith.....	Muddy Creek, Pa. ..
		{ Enoch Pratt.....	Baltimore, Md. ....
Meadville Theological Seminary.	Meadville, Pa. ....	{ Thomas Whitridge.....	Baltimore, Md. ....
		{ Various persons .....	.....
Benedict Institute .....	Columbia, S. C. ....	Various churches and individuals.	.....
Union Theological Seminary.	Hampden Sidney College, Va.	Joseph B. Wilson .....	Rockbridge Co., Va.
Protestant Episcopal Theological Seminary.	Theological Seminary, Va.	.....	.....
Mission House School .....	Franklin, Wis .....	Members of the Northwest Synod of the Reformed Church in the United States.	.....

*benefactions for 1881, &c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	
\$90,000	.....	\$25,000	.....	\$5,000	.....	\$60,000	\$60,000 for library, for purchase of books, current expenses, and improvement of building; \$25,000 for maintenance of Peter Hertzog Hall; and \$5,000 for endowment of two scholarships.
120,000	{	20,000	\$100,000	.....	.....	.....	Donated from the estate of the late James Lenox for the purpose of increasing the salaries of the professors.
			.....	.....	.....	.....	Value of a residence built for the holder of the "Stuart professorship."
			.....	.....	.....	.....	Purpose of a gift of \$10,000 not specified.
19,905	{	\$500	6,388	2,017	.....	.....	\$500 for current expenses, \$6,388 for professorship fund, and \$2,017 for scholarship fund.
15,000	{	.....	.....	.....	\$15,000	.....	Purpose of a legacy of \$1,000 not specified.
13,871	{	13,771 100	.....	.....	.....	.....	Collected in various sums from subscribers to "Fisher Memorial Hall," to educate young men for the ministry.
90,000	{	5,000	25,000	.....	.....	.....	For general purposes; interest only to be used.
			.....	.....	.....	.....	Endowment of professorship of "pastoral theology."
			10,000	.....	.....	.....	For general endowment.
103,000	{	100,000	50,000	.....	.....	.....	For endowment of "The John H. Talman Fellowship."
			3,000	.....	.....	.....	To endow the office of dean.
			.....	.....	.....	.....	For a scholarship, to be called the "Otis Allen scholarship."
123,000	{	15,000 30,000 15,000 5,000 5,000 3,000 15,000 35,000	.....	.....	.....	.....	To help purchase ground for a new building.
			.....	.....	.....	.....	For general endowment.
			.....	.....	.....	.....	For general endowment.
			.....	.....	.....	.....	For general endowment.
			.....	.....	.....	.....	For general endowment.
			.....	.....	.....	.....	For general endowment.
4,000	{	4,000	.....	.....	.....	For general endowment.	
8,000	.....	.....	.....	.....	.....	.....	For current expenses and beneficiary funds.
20,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
1,800	{	1,000 500 300	.....	.....	.....	.....	Purpose not specified.
			.....	.....	.....	.....	For endowment fund.
			.....	.....	.....	.....	For endowment fund.
23,298	{	10,000 10,000 3,298	.....	.....	.....	.....	For general endowment.
			.....	.....	.....	.....	For general endowment.
22,088	.....	.....	.....	.....	22,088	.....	For general endowment.
12,000	.....	.....	.....	.....	12,000	.....	For education of men and women.
2,000	.....	.....	.....	.....	.....	.....	For educating poor young men; the gift was made in bonds which netted about \$8,000.
4,000	.....	.....	.....	.....	.....	.....	Purpose not specified.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
<b>SCHOOLS OF THEOLOGY—Cont.</b>			
Luther Seminary .....	Madison, Wis. ....	Members of the Synod of the Norwegian Ev. Luth. Church.	.....
<b>SCHOOLS OF LAW.</b>			
Union College of Law of the Chicago and Northwest-ern Universities. }	Chicago, Ill. ....	{ Callaghan & Co. .... O. H. Horton ..... Law faculty of college.. }	{ Chicago, Ill. ....
Law School of Cincinnati Col-lege.	Cincinnati, Ohio ...	Julius Dexter.....	.....
<b>SCHOOLS OF MEDICINE, DEN- TISTRY, AND PHARMACY.</b>			
Southern Medical College....	Atlanta, Ga. ....	Ladies' Hospital Fair As- sociation.	Atlanta, Ga. ....
Hahnemann Medical College and Hospital.	Chicago, Ill. ....	.....	.....
Indiana Dental College .....	Indianapolis, Ind ...	Indiana State Dental As- sociation.	.....
Massachusetts College of Pharmacy.	Boston, Mass. ....	Powers & Weightman ...	Philadelphia, Pa ...
Medical department of the University of Kansas City.	Kansas City, Mo. ....	.....	.....
American Medical College...	St. Louis, Mo. ....	.....	.....
New York Medical College and Hospital for Women.	New York, N. Y. ....	Various friends. ....	.....
United States Medical Col- lege.	New York, N. Y. ....	Charles Band, M. D. ....	Crete, Nebr. ....
<b>INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN.</b>			
Mills Seminary .....	Mills Seminary, Cal.	Mr. and Mrs. William H. Bailey.	Sandwich Islands...
Lucy Cobb Institute .....	Athens, Ga. ....	{ George I. Seney..... Citizens of Athens.....	New York, N. Y. .... Athens, Ga. ....
Wesleyan Female College....	Macon, Ga. ....	George I. Seney.....	New York, N. Y. ....
De Pauw College for Young Women.	New Albany, Ind ...	W. C. De Pauw.....	New Albany, Ind ...
College of the Sisters of Beth- any.	Topeka, Kans. ....	Miss Holmes.....	Pittsburgh, Pa. ....
Minden Female College.....	Minden, La. ....	{ Corporation of Minden .. Parish School Commis- sioners.	.....
Maine Wesleyan Seminary...	Kent's Hill, Me. ....	Ami Loring.....	North Yarmouth, Me
Abbot Academy .....	Andover, Mass. ....	Former pupils and others.	.....
Smith College.....	Northampton, Mass.	Winthrop Hillier.....	Northampton, Mass.
Mt. Holyoke Female Sem- inary. }	South Hadley, Mass.	{ A. Lyman Williston .... L. L. Brown..... Emerson Gaylord.....	{ Northampton, Mass. North Adams, Mass. Chicopee, Mass. ....
		Various others.....	.....
		.....	.....



benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$4,836	\$4,836						For maintenance of building, teachers' salaries, and beneficiary purposes.
}	175			\$100			Annual prize for best general scholarship in senior class.
				50			Annual prize for best thesis in senior class.
				25			Annual prize for best scholarship in junior class.
				250			For annual prizes, established in 1877, two for the best oral examinations, one for the best essay on a subject to be designated, and one to be awarded at the discretion of the committee.
1,900		\$1,900					To buy hospital lot.
5,000	5,000						For the hospital.
50	50						To be applied on rent.
500		500					A case of chemicals worth \$500.
							About 250 specimens to the museum.
300							Purpose not specified.
1,800	1,800						For the support of the hospital and dispensary.
200				200			For prizes for the greatest proficiency.
3,000				3,000			For scholarships for needy worthy pupils.
}	14,000	10,000					To build a chapel.
		4,000					To improve building.
		22,500				\$2,500	\$25,000 to be set apart as a perpetual endowment, \$20,000 towards renovating the college edifice, and the remainder to be equally divided between the college library and the scientific department for procuring books and apparatus.
1,500	1,500						For general purposes.
10,000		10,000					For building and improvements; there were also many other gifts made during the year by various persons.
}	400	375					For repairs.
		25					Value of gift of outline maps.
8,000							Gift of nearly \$8,000; purpose not specified.
}	3,788		\$146				Towards endowment of a chair of literature.
		217					General endowment fund.
				3,050			For scholarships.
		375					For building fund.
35,000		10,000				35,000	For art gallery and collections.
}	15,600	1,000					For building an observatory.
		500					{ Of these sums \$4,300 were for elevator and \$1,300 for educational fund.
		4,100					

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
<b>INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN—Continued.</b>			
Wellesley College.....	Wellesley, Mass....	<div> <div> Mrs. Walter Baker .....  Mrs. Valeria G. Stone.... </div> <div> Henry F. Durant .....  Various persons ..... </div> </div>	<div> Malden, Mass..... </div>
Bishop Whitaker's School for Girls.....	Reno, Nev.....		
New Hampshire Conference Seminary and Female College. }	Tilton, N. H.....	<div> C. H. Tenny .....  J. H. Eastman .....  N. G. Ladd .....  Mrs. Mary Todd Tomlinson.  Hon. Reuben Hitchcock. </div>	<div> New York, N. Y....  Jamesburg, N. H....  Malden, Mass.....  Cleveland, Ohio....  Painesville, Ohio... </div>
Lake Erie Female Seminary..	Painesville, Ohio....	<div> J. S. Casement .....  Rev. H. C. Hayden, D. D..  Class of 1878.....  Various persons ..... </div>	<div> Painesville, Ohio...  New York, N. Y....  </div>
Columbia Female Institute..	Columbia, Tenn.....		
Vermont Methodist Seminary and Female College.	Montpelier, Vt.....		
<b>PREPARATORY SCHOOLS.</b>			
Academy of Richmond County.	Augusta, Ga.....	F. H. Miller.....	Augusta, Ga.....
Morgan Park Military Academy.	Morgan Park, Ill....	Hon. Wait Talcott....	Rockford, Ill.....
Phillips Academy.....	Andover, Mass.....	Ebenezer Alden, M. D....	Randolph, Mass....
Williston Seminary.....	Easthampton, Mass..	Samuel Williston (deceased).	Easthampton, Mass.
Kimball Union Academy....	Meriden, N. H.....	<div> Hon. Dexter Richards ...  Rev. Wm. A. Spaulding..  Hon. James Callanan and others. </div>	<div> Newport, N. H.....  Attleboro', Mass.... </div>
Cazenovia Seminary.....	Cazenovia, N. Y....		
York Collegiate Institute....	York, Pa.....	Samuel Small.....	York, Pa.....
McKenzie College.....	McKenzie, Tenn....	Various persons.....	McKenzie, Tenn....
Green Mountain Seminary...	Waterbury Centre, Vt.	<div> J. M. Matthews.....  R. M. Minard, M. D..... </div>	<div> Burlington, Vt....  Starksborough, Vt.. </div>
Markham Academy.....	Milwaukee, Wis....	John C. Spencer.....	Milwaukee, Wis....
<b>INSTITUTIONS FOR SECONDARY INSTRUCTION.</b>			
Andrews Institute.....	Andrews Institute, Ala.	J. W. Wasson.....	Andrews Institute, Ala.
William and Emma Austin College.	Stevenson, Ala.....	<div> By subscription.....  Mrs. Helen M. Randall... </div>	<div> Williamsville, N. Y. </div>
Tuskegee (colored) Normal School.	Tuskegee, Ala.....	Various persons.....	

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$140,500	{	\$110,000		\$5,000			For scholarship.
							For building "Stone Hall," which was first opened September, 1881, though the appropriation for this purpose was made by Mrs. Stone some two or three years before that time.
3,500	{	\$25,500					For college of music.
							For payment of debt.
21,600	{	1,000					For endowment; the gift of N. G. Ladd being subject to an annuity during his life.
							For scholarship.
25,400	{	20,500		3,000			\$15,000 for endowment, \$2,500 for repairs, and \$2,400 for elevator.
							For repairs.
400	{	15,000	4,900				
2,000	{	2,500				\$400	Value of specimens, chiefly in natural history and geology, to be added to the museum of the Institute, which, with the library, was the gift of Miss Margaretta Bowles, Columbia, Tenn.
							Donor and purpose not specified.
20	{			20			For a prize medal, to be given to the best scholar.
							A gold medal for proficiency in drill.
5,000	{			5,000			Endowment for instruction or scholarships.
							Purpose not specified; by the terms of the will of the late Samuel Williston, Williston Seminary held an interest in property, amounting to \$200,000, which amount was received on the sale of the property during the year 1881.
200,000	{						For the library and museum.
							For payment of debt and endowment.
140	{	45,000				118	Endowment.
							For new building.
2,500	{	2,500	5,000				For commercial department.
5,000	{	500					Value of a gold medal called the "Spencer Prize" in declamation.
750	{	100					
20	{	150		20			
500	{	500	500				Given in work in the erection of a new stone school building.
							To furnish the primary department.
600	{	100					For building, general expenses, and library.
5,000		5,000					

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
<b>INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.</b>			
Talladega College .....	Talladega, Ala.....	{ Benjamin de Forest..... Mr. Gregory..... American Missionary Association.....	Hartford, Conn..... Marblehead, Mass.. .....
St. Mary's Hall.....	Benicia, Cal.....	Various persons.....	.....
Napa Collegiate Institute.....	Napa City, Cal.....	Various persons.....	.....
Wolfe Hall.....	Denver, Colo.....	{ Miss C. L. Wolfe..... Various persons.....	New York, N. Y..... .....
Trinidad Academy.....	Trinidad, Colo.....	New West Education.....	Chicago, Ill.....
Durham Academy.....	Durham Conn.....	S. S. Scranton.....	.....
St. Margaret's Diocesan School for Girls.....	Waterbury, Conn.....	.....	.....
Cookman Institute.....	Jacksonville, Fla.....	Various persons.....	.....
Storrs School.....	Atlanta, Ga.....	.....	.....
Camak Academy.....	Camak, Ga.....	Dr. James Jones.....	Camak, Ga.....
Juniper High School.....	Juniper, Ga.....	Franklin H. Lummis.....	Brooklyn, N. Y.....
Madison Male High School.....	Madison, Ga.....	Various persons.....	Madison, Ga.....
Montezuma High School.....	Montezuma, Ga.....	{ William Minor..... Various persons.....	Montezuma, Ga..... Montezuma, Ga.....
Washington Male Academy..	Washington, Ga .....	{ Gen. R. Toombs..... Judge William Reese .....	{ Washington, Ga... .....
Elgin Academy.....	Elgin, Ill.....	{ S. Barnett and others.....	.....
Grand Prairie Seminary and Commercial College.....	Onarga, Ill.....	.....	.....
Lenox Collegiate Institute...	Hopkinton, Iowa....	{ Mrs. C. C. Sinclair..... Mrs. H. Finley.....	Cedar Rapids, Iowa.. Dubuque, Iowa.....
Friends' Academy.....	Le Grand, Iowa.....	.....	.....
Bellewood Seminary and Kentucky Presbyterian Normal School.....	Anchorage, Ky.....	Dr. Stuart Robinson .....	Louisville, Ky.....
Union College.....	Barbourville, Ky .....	.....	.....
Alexander College.....	Burkesville, Ky .....	{ Warren Tooin..... Various persons.....	Burkesville, Ky .....
Bethel Academy.....	Nicholasville, Ky.....	Various persons.....	Nicholasville, Ky...
Princeton Collegiate Institute. }	Princeton, Ky .....	{ E. P. Humphrey..... Samuel Garrett..... T. S. Anderson..... L. L. Warren..... Various persons.....	Louisville, Ky..... Princeton, Ky..... Owensboro', Ky..... .....
Peabody Normal Seminary ..	New Orleans, La....	Local contributions.....	.....
Hallowell Classical and Scientific Academy.....	Hallowell, Me.....	Charles Clapp.....	Bath, Me.....
Oak Grove Seminary and Commercial College.....	Vassalborough, Me.....	.....	.....
West Nottingham Academy.....	Colora, Md.....	P. S. P. Connor.....	.....
Powers Institute.....	Bernardston, Mass.. Dudley, Mass.....	Anonymous..... H. Conant.....	Pawtucket, R. I .....
Nichols Academy.....	Marion, Mass.....	Mrs. Elizabeth Tabor.....	Marion, Mass.....
Tabor Academy.....	Marion, Mass.....	.....	.....



Benefactions for 1881, &amp;c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$15,000			\$10,000				\$10,000 for endowment of the president's chair.
		\$1,000					\$1,000 for building fund.
	\$2,000						\$2,000 for professors' salaries, &c.
450	450						Donor and object of \$2,000 not specified.
15,000	15,000						To aid the school.
2,500		1,500					For liquidation of debt.
		1,000					Towards finishing and furnishing building.
919	919						To pay tuition.
100						\$100	For library.
3,700							Purpose not specified.
2,500		2,500					For building.
55							Purpose not specified.
500	500						For general school purposes.
500						500	For books, apparatus, &c.
2,500		2,500					Value of five acres of land and a house, the school-house to be used exclusively for white males.
2,000		500					Value of a building lot.
		1,500					From citizens to erect a new school building.
300		300					For repairing building.
300		300					For refurnishing school room.
250		250					For repairs.
210	185						} For general purposes.
	25						
275	275						For deficiency.
4,000	4,000						For general purposes.
75		75					For building fund.
1,000	500						} For endowment for the education of young ladies.
	500						
7,000		7,000					For building.
2,829		2,829					{ To pay for the college property which was sold under judgment of the courts, and to improve and furnish the building for the purpose of establishing a "high school of the first order," which shall be under the care of the Presbytery of Louisville.
900	900						Also \$2,000 from the Peabody educational fund; the whole for general support.
3,000	3,000						For general purposes.
30							Purpose not specified.
50		50					A complete set of photographic apparatus, to give a taste for amateur photography and illustrate practical uses of chemistry.
							For physical apparatus.
							New library, observatory, and academy building.
1,800	1,800						For teacher's salary and general support of school; besides this Mrs. Tabor has erected a house for principal, &c.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Mr. Moody's School for Boys.	Northfield, Mass....	{ Hiram Camp..... Miss Ella M. Graves..... James Talcott..... Morgan Scott.....	Meriden, Conn.....
Wesleyan Academy .....	Wilbraham, Mass....	.....	.....
Shattuck School .....	Faribault, Minn....	Various persons .....	.....
St. Olaf's School .....	Northfield, Minn....	.....	.....
Gustavus Adolphus College..	St. Peter, Minn....	.....	.....
Wesleyan Methodist Seminary.	Wasioja, Minn....	.....	.....
Mt. Hermon Female Seminary.	Clinton, Miss .....	.....	.....
Winona Female College.....	Winona, Miss.....	Citizens of Winona .....	.....
Watson Seminary .....	Ashley, Mo.....	Hon. A. H. Buckner.....	.....
Southwest Baptist College...	Bolivar, Mo.....	.....	Missouri.....
Butler Academy .....	Butler, Mo.....	{ American Tract Society..... Citizens of Butler.....	.....
Bellevue Collegiate Institute.	Caledonia, Mo.....	Citizens of Caledonia.....	.....
Wentworth Male Academy..	Lexington, Mo.....	S. G. Wentworth.....	Lexington, Mo.....
Morrisville Male and Female Collegiate Institute.	Morrisville, Mo....	Various persons .....	.....
Peirce City Baptist College..	Peirce City, Mo....	{ Andrew Peirce .....	Clifton Springs, N. Y.
Lutheran High School .....	St. Louis, Mo.....	{ Various persons .....	Missouri.....
Salem Academy .....	Salem, Mo.....	.....	.....
Nebraska Conference Seminary.	York, Nebr.....	.....	.....
Pinkerton Academy .....	Derry, N. H.....	John M. Pinkerton (deceased).	Boston, Mass.....
Brackett Academy .....	Greenland, N. H....	.....	.....
Kingston Academy .....	Kingston, N. H....	Peter French (deceased) ..	.....
Blair Presbyterial Academy.	Blairstown, N. J....	John I. Blair .....	Blairstown, N. J....
South Jersey Institute.....	Bridgeton, N. J....	William Bucknell.....	Philadelphia, Pa....
Centenary Collegiate Institute.	Hackettstown, N. J..	{ Various persons .....	.....
German-American School (Beacon street).	Newark, N. J.....	Various persons .....	.....
German-American Elementary and High Grammar School.	Newark, N. J.....	Various persons .....	.....
Albany Academy.....	Albany, N. Y.....	Various persons .....	Albany, N. Y.....
S. S. Seward Institute.....	Florida, N. Y.....	Hon. Frederick W. Seward, LL. D.	Montrose, N. Y.....
St. Joseph's Academy .....	Flushing, N. Y.....	Rev. M. Phelan .....	.....
Glen's Falls Academy.....	Glen's Falls, N. Y..	.....	Glen's Falls, N. Y..
Genesee Wesleyan Seminary.	Lima, N. Y.....	.....	.....
Milbrook Academy .....	Milbrook, N. Y.....	Society of Friends .....	New York, N. Y.....
Free German School .....	New York, N. Y....	Mrs. Anna Ottendorfer....	New York, N. Y....
German-American School of the Nineteenth Ward.	New York, N. Y....		
Workingman's School and Free Kindergarten.	New York, N. Y....		
School of the Turnverein ....	New York, N. Y....		

benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
} \$36,000	{						Purpose of gift of \$25,000 not specified.
							Purpose of gift of \$5,000 not specified.
							Purpose of gift of \$1,000 not specified.
							Purpose of gift of \$5,000 not specified.
							For payment of debt.
600	\$600						For building gymnasium and drill hall.
8,174		\$8,174					Purpose not specified.
350							For current expenses and building fund.
4,558	1,253	3,305					For endowment.
3,200	3,200						
1,200		1,200					For enlarging and improving buildings.
200						\$200	Contribution for books for benefit of pupils.
2,000		2,000					Public documents for library.
} 272	{	232					A gift of land and money to pay debt.
						40	For apparatus and books.
		226					For repairs on building.
3,000		* 3,000					Gift of ground and school building valued at \$3,000.
400	400						Maintenance of faculty and improvement of grounds.
} 7,000	{	1,000					} For building.
		6,000					
500							Donor and purpose not specified.
65						65	For library.
4,000							Donor and purpose not specified.
180,000	180,000						For permanent funds of the academy
50						50	For library.
4,000	4,000						For support of school.
15,000	15,000						Addition to the endowment.
} 700	{					500	} For library.
						200	
						200	
200							Art and library.
							A gift of furniture for school rooms.
3,602		3,602					For payment of mortgage.
1,200		1,200					To fit up the chemical laboratory.
							Books and apparatus.
2,000	2,000						For general purposes.
1,500	1,500						For general purposes.
10,000	10,000						For endowment.
80	80						For education of the children of Friends.
} 25,000	{	10,000					} For the promotion of the German school system; the sum of \$25,000 being part of "The Hermann Uhl memorial fund," founded by Mrs. Anna Ottendorfer in memory of her son the late Hermann Uhl, deceased. This sum is to be invested by trustees during lifetime of sons of Hermann Uhl, and the income paid to the institutions in the proportions indicated; at the death of both sons the capital is to be divided among the beneficiaries.
		5,000					
		5,000					
		5,000					

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Rochester Realschule.....	Rochester, N. Y....	Rochester Realschulver- ein.....	.....
West Winfield Academy ... St. Mary's College.....	West Winfield, N. Y. Garibaldi P. O., N. C.	Various persons ..... Rev. J. O'Connell, D. D.....	West Winfield, N. Y. Garibaldi, N. C.....
Brown Seminary..... Wilmington Normal School..	Leicester, N. C..... Wilmington, N. C....	Bishop H. W. Warren, .... Hon. J. J. H. Gregory.....	..... Marblehead, Mass ..
Bingham School .....	Mebaneville, N. C....	Various persons .....	Boston, Mass .....
Tileston Normal School.....	Wilmington, N. C....	Mrs. Mary Hemenway....	Boston, Mass .....
Yadkin College .....	Yadkin, N. C.....	{ William Shaw .....	Pittsburgh, Pa .....
Albany Enterprise Academy..	Albany, Ohio .....	{ Various persons .....	.....
Academy of Central College..	Central College, Ohio.	Alvin Wright.....	Columbus, Ohio.....
St. Francis Gymnasium.....	Cincinnati, Ohio ....	Students of St. Francis ...	Cincinnati, Ohio ....
Fostoria Academy.....	Fostoria, Ohio .....	Gov. Charles Foster and others.....	Fostoria, Ohio .....
Hartford Academic Institute.	Hartford, Ohio .....		
Poland Union Seminary .....	Poland, Ohio .....	G. P. Miller (deceased) ...	Poland, Ohio .....
Northern Ohio Collegiate In- stitute.....	South New Lyme, Ohio.....		
Umpqua Academy.....	Wilbur, Oreg .....		
Martin Academy .....	Kennett Square, Pa.	Samuel Martin (deceased).	Kennett Square, Pa.
Western Pennsylvania Clas- sical and Scientific Insti- tute.....	Mt. Pleasant, Pa .....	{ J. J. Piser .....	Harlandsburg, Pa... ..
		{ C. W. Cooper .....	
		{ Various persons .....	
Union Seminary .....	New Berlin, Pa .....	{ Rev. A. Stapleton .....	East Point, Pa .....
		{ Rev. C. F. Deininger .....	New Berlin, Pa .....
		{ Charles P. Swengle .....	
McElwain Institute .....	New Lebanon, Pa....	{ John McElwain .....	New Lebanon, Pa .....
Reid Institute .....	Reidsburg, Pa .....	{ Various persons .....	Pennsylvania .....
Westtown Boarding School..	Westtown, Pa .....	{ Jos. W. Hibbs .....	Columbia Co., Pa .....
		{ Elizabeth W. Wistar .....	Germantown, Pa .....
Friends' New England Board- ing School.....	Providence, R. I ....		
Polytechnic and Industrial Institute.....	Bluffton, S. C.....		
Clinton College .....	Clinton, S. C .....		
Cooper-Limestone Institute..	Gaffney City, S. C....	Peter Cooper .....	New York, N. Y .....
		{ Hon. E. L. Pierce.....	Milton, Mass.....
Penn School and Edward L. Pierce Library. {	St. Helena Town- ship, S. C. (Beau- fort P. O.)	R. K. Darrah .....	Boston, Mass .....
		Mrs. J. H. Towne .....	Boston, Mass .....
		Mrs. R. C. Lincoln .....	Boston, Mass .....
		Benezet Society .....	Germantown, Pa....
		Misses Towne & Murray.	St. Helena, S. C .....



benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$800	\$800						For salaries of teachers, on condition that a non-sectarian German-American school be taught.
100				\$100			For prizes.
4,000		\$4,000					500 acres of land worth \$4,000, given that a literary institute may be maintained, which shall be Catholic and conducted by monks.
100	100						To pay teachers and liquidate debt.
10,000		10,000					For school building and new mission home.
							Money to be loaned to indigent boys to help pay board and tuition; also means to furnish an extra teacher; in no case is more than \$100 to be loaned to one person, and the money is to be paid with one-third of the first yearly earnings for the benefit of a successor.
5,000	5,000						Towards support.
2,000		2,000					Cash and books; money to finish new college.
150	150						For general expenses and books.
1,000		1,000					For new boarding hall, on condition that board of trustees raise money to finish the building.
473					\$473		To buy fuel, repair buildings, and furnish poor students with books.
5,500	5,500						For endowment and equipment.
75							Donor and purpose not specified.
5,000	5,000						For endowment.
800							Donor and purpose not specified.
300		300					For improvement of grounds.
14,000	14,000						Approximate value of two hundred and fifty shares of bank stock, yielding an annual income of about \$700 to the academy.
2,800	500 2,000						For payment of debt and increase of library.
50						\$40	Gifts of fossils.
						10	Gifts of shells.
4,600		1,500					For payment of debt on buildings and grounds.
1,000		3,100 1,000					For new building (in part).
2,100	100				2,000		For general purposes.
30,000					30,000		For the education of children of Friends in limited circumstances.
3,000		3,000					To educate poor children; donor to nominate the children.
							In machinery and books for library and industrial department, and in scholarship fees.
150		150					For repainting building.
22,000		22,000					To purchase grounds and buildings and establish a school for young ladies.
						1,000	Value of gift of over 800 books for library.
		1,000					Value of a hall for the library.
2,200					200		To educate children of St. Helena.
							Mrs. Towne's donation is made on condition that sewing be taught.
							Services and money to educate the children of St. Helena.

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
<b>INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.</b>			
Johntown Academy .....	Williston, S. C .....	{ Dr. J. W. Lowman ..... H. A. Sally ..... H. R. Tyler ..... D. H. Sally ..... Various persons .....	{ Williston, S. C .....
Montgomery Bell Academy..	Nashville, Tenn.....	Board of education of the	Nashville, Tenn.....
Holston Seminary .....	New Market, Tenn..	M. E. Church.....	New York, N. Y .....
Watauga Academy .....	Watauga, Tenn.....	L. N. & L. J. Shoun .....	Little Doe, Tenn.....
Bishop Baptist College .....	Marshall, Tex.....	{ Mrs. C. C. Bishop ..... Various persons .....	New York, N. Y .....
Add Ran College .....	Thorp's Spring, Tex	J. T. Walton.....	Waco, Tex.....
St. Johnsbury Academy.....	St. Johnsbury, Vt....	{ Sir Thaddeus Fairbanks.. Ex-Gov. Horace Fairbanks } Col. Franklin Fairbanks.. }	{ .....
Mt. Pisgah Academy .....	Aylett's, Va .....		
Storer College .....	Harper's Ferry, W. Va.	{ L. W. Anthony..... Various persons .....	Providence, R. I .....
National German-American Teachers' Seminary.	Milwaukee, Wis ....	Mrs. Anna Ottendorfer ..	New York, N. Y .....
St. Mary's Institute .....	Prairie du Chien, Wis	Hon. J. Lawler.....	Prairie du Chien, Wis
Las Vegas Academy .....	Las Vegas, N. Mex..	{ New West Education Commission..... Subscriptions..... Hon. M. S. Otero .....	Chicago, Ill .....
Las Vegas College .....	Las Vegas, N. Mex..	{ Hon. T. Luna .....	Las Vegas, N. Mex..
Santa Fé Academy .....	Santa Fé, N. Mex....	{ Prof. C. Longuemare..... Various others..... New West Education Commission.....	Chicago, Ill .....
Wahsatch Academy .....	Mt. Pleasant, Utah..	Various persons .....	
School of the Good Shepherd.	Ogden, Utah .....		
St. Mark's Grammar School..	Salt Lake City, Utah.		
Salt Lake Academy.....	Salt Lake City, Utah.	New West Education Commission.....	
Salt Lake Collegiate Institute.	Salt Lake City, Utah.	Citizens and friends in the East.....	
Salt Lake Seminary .....	Salt Lake City, Utah.	Church donations.....	
<b>INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND.</b>			
American Asylum for the Education of the Deaf and Dumb.	Hartford, Conn ....	Mrs. Martha P. Foster....	Norwich, Conn .....
Perkins Institution and Massachusetts School for the Blind.	Boston, Mass .....	Various persons .....	
St. Joseph's Institute for the Improved Instruction of Deaf Mutes.	Fordham, N. Y .....		
New York Institution for the Blind.	New York, N. Y....		
Pennsylvania Institution for Deaf and Dumb. }	Philadelphia, Pa....	{ Mary Shields (deceased). J. Watson Hibbs.....	Philadelphia, Pa ... Roaring Creek, Pa..

*benefactions for 1881, &c.—Continued.*[illegible]

TABLE XXIII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND— Continued.			
Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa....	Mary Shields (deceased)..... The Leeds estate .....	..... .....
St. John's Catholic Deaf-Mute Institute.	St. Francis, Wis.....	The Seybert estate .....	.....
Dakota School for Deaf- Mutes.	Sioux Falls, Dak....	Citizens .....	Sioux Falls, Dak....
TRAINING SCHOOLS FOR NURSES.			
Connecticut Training School for Nurses.	New Haven, Conn ..	.....	.....
Illinois Training School for Nurses.	Chicago, Ill.....	Various persons .....	.....
Training School for Nurses (Bellevue Hospital).	New York, N. Y....	Various persons .....	.....
Mount Sinai Training School for Nurses.	New York, N. Y....	Various persons .....	.....
Nurse Training School of the Woman's Hospital.	Philadelphia, Pa....	David Wallerstein (dec'd) .....	.....
INSTITUTIONS FOR FEEBLE- MINDED CHILDREN.			
Pennsylvania Institution for Feeble-Minded Children.	Elwyn, Pa.....	Various persons .....	.....



benefactions for 1881, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
} \$165,300	\$163,000	.....	.....	.....	.....	.....	Legacy subject to a collateral inheritance tax of 5 per cent., fees, &c.
	.....	.....	.....	.....	.....	.....	Purpose of \$500 received from this estate not reported.
	.....	.....	.....	.....	.....	.....	Purpose of legacy of \$2,000 not reported.
	125	.....	.....	.....	.....	.....	Donor and purpose not named.
2,000	2,000	.....	.....	.....	.....	.....	Of this sum \$1,000 were for building and 10 acres of land, valued at \$1,000, given on condition that the legislature appropriate \$2,000 for said school building, which appropriation was made.
155	.....	.....	.....	.....	.....	.....	Donation and subscriptions.
15,085	15,085	.....	.....	.....	.....	.....	For the purpose of founding the school.
6,518	6,518	.....	.....	.....	.....	.....	For general support of the school; donations and subscriptions.
} 7,260	6,760	.....	.....	.....	.....	.....	\$6,410 subscribed to start the school and \$350 in cash donations.
	.....	.....	.....	.....	.....	.....	Purpose of legacy of \$500 not specified.
263	263	.....	.....	.....	.....	.....	For general purposes.
500	.....	.....	.....	.....	\$500	.....	Annual subscription to the free fund.

TABLE XXIV.—*Publications, educational, historical, &c., for 1881; compiled from publishers' announcements by the United States Bureau of Education.*

Name of book and author.	1	Name of publisher.	2	Place of publication.	Size of book.	Number of pages.	Price.
ARCHAEOLOGY, FINE ARTS, AND MUSIC.							
The Tonic Sol-Fa Music Reader. By Theodore F. Seward and B. C. Unsell.		Biglow & Main		Chicago, Ill			\$0 35
History of Sculpture, Painting, and Architecture. By Charles S. Farrar.		Townsend MacCoun		do	8vo	6+142	1 00
Topical lessons with specific references to valuable books. Second edition.		Warren F. Draper		Andover, Mass	8vo	12+176	2 00
Aryo-Semite Speech: A Study in Linguistic Archaeology. By James Frederick McCurdy.		Oliver Ditson & Co.		Boston, Mass	4to	128	1 50
A Book of Rhymes and Tunes. Compiled by Margaret Pearmain Osgood. Translated by Louisa T. Cragin.		do		do	4to	277	2 50
Album of Songs, Old and New. By Robert Franz. New selected edition, with German and English words, and notes by German critics.		do		do	16mo	370	1 00
Curiosities of Music: A Collection of Facts Not Generally Known Regarding the Music of Ancient and Savage Nations. By Louis C. Elson.		Ginn & Heath		do	8vo	4+123	70
National Hymn and Tune Book for Female Voices. By L. W. Mason. Collection of unsectarian hymns for use in high and normal schools.		do		do	Long 8vo	136	75
Time and Tune. Book 1. By A. S. Caswell and J. E. Ryan.		Houghton, Mifflin & Co.		do	8vo	551	2 50
Handbook of Legendary and Mythological Art. By Mrs. Clara Erskine Clement. Thirtieth edition. Descriptive illustrations.		James R. Osgood & Co.		do	12mo		3 00
Same. New enlarged edition. Illustrated.		Houghton, Mifflin & Co.		do	8vo	693	2 50
Painters, Sculptors, Architects, Engravers, and Their Works. By Mrs. Clara Erskine Clement. Sixth edition.		James R. Osgood & Co.		do	12mo		3 00
Same. New enlarged edition. Illustrated.		Lee & Shepard		do	8vo	345	2 50
Gleanings in the Fields of Art. By Mrs. Ednah D. Cheney.		do		do	24mo	95	1 00
Handbook of Wood Engraving. By William A. Emerson. New edition. Illustrated.		D. Lothrop & Co.		do	Sq. 8vo	72	1 00
Home and School: An Illustrated Song for Children. By Louis C. Elson. Illustrated.		do		do	Sq. 8vo	68	1 50
Our American Artists. By S. G. W. Benjamin. Second series: Painters, Sculptors, Illustrators, Engravers, and Architects. Illustrated.		James R. Osgood & Co.		do	8vo		5 00
Discourses on Architecture. From the French of Eugène E. Viollet-le-Duc. By Benjamin Bucknall. Vol. 2. Illustrated.		do		do	12mo		3 00
Famous Painters and Paintings. By Mrs. Julia A. Shedd. Third edition, revised and enlarged. Illustrated.		do		do	12mo	6+319	3 00
Famous Sculptors and Sculpture. By Mrs. Julia A. Shedd. Illustrated with book-plates from many famous works of sculpture.		Roberts Bros.		do	12mo		2 00
Etcher's Handbook. By P. G. Hamerton. Third edition, revised and enlarged.		George A. Bates		Salem, Mass	8vo	7+560	3 00
Primitive Industry: or Illustrations of the handwork in stone, bone, and clay, of the native races of the northern Atlantic seaboard of America. By C. C. Abbott, M. D.		D. Appleton & Co.		New York, N. Y.	8vo	756	3 00
Dictionary of Roman and Greek Antiquities. By Anthony Rich. With nearly 2,000 engravings.		A. C. Armstrong & Son		do	8vo	22+493	4 00
The Nature and Function of Art, more Especially of Architecture. By Leopold Eidlitz.							







Tragedy of Cymbeline.....	do	16mo	224	65
Othello, the Moor of Venice.....	do	16mo	209	65
American Men of Letters. Edited by Charles Dudley Warner:				
Washington Irving. By Charles Dudley Warner.....	Houghton, Mifflin & Co	16mo	6+304	1 25
The Chinese Classics: Part 1, Confucius; Part 2, Mencius. New edition.	do	8vo	104+219	3 00
Translated by James Legge.	do	do	do	
Critical and Miscellaneous Essays. By Thomas Carlyle. Popular edition.	do	12mo	493; 488	3 50
2 volumes.				
Life and Correspondence of Sir Anthony Panizzi. By Louis Fagan. Authorized American edition. In 2 volumes. Illustrated.	do	8vo	12+389	6 00
Pearls of Thought. Edited by Maturin M. Ballou.....	do	do	28+336+20	
Poems and Prose Passages from the Works of Henry Wadsworth Longfellow. Compiled by Josephine E. Hodgdon. Illustrated. For homes, libraries, and schools.	do	16mo	8+284	1 25
Poems and Prose Passages from the Works of Oliver Wendell Holmes. Compiled by Josephine E. Hodgdon. Illustrated. For homes, libraries, and schools.	do	12mo	108	Paper, 50
Outlines for the Study of English Classics. By Albert F. Blaisdell, A. M., M. D. The Scholar in the Republic. By Wendell Phillips.....	do	8vo	108	60
Who Wrote It? An Index to the Authorship of the More Noted Works in Ancient and Modern Literature. Edited by W. A. and C. G. Wheeler.	Lee & Shepard	12mo	300	1 50
Pinfarth's Essays. With preface by Rev. Andrew P. Peabody, D. D., and introduction by R. W. Emerson.	do	8vo	34	Paper, 2 00
Pinfarth's Lives. Edited by A. H. Clough. New three-volume edition.	do	12mo	174	
The Shakespeare Phrase Book. By John Bartlett.....	do	do	do	
Aspects of German Culture. By Granville Stanley Hall.....	do	12mo	do	
Sanskrit and its Kindred Literatures. Studies in Comparative Mythology. By Laura Elizabeth Poor.	do	do	do	
William Wordsworth: Biographical Sketch, with Selections from his Writings in Poetry and Prose. By Andrew J. Symington. 2 volumes.	do	16mo	256; 256	2 00
Outlines for the Study of English Classics. By Albert F. Blaisdell. New and enlarged edition.	Willard Small	12mo	304	1 50
Choice of Books. By Charles F. Richardson.....	do	do	do	
Dramatic Works of William Shakespeare. Edited by William George Clark and William Aldis Wright. 3 volumes.	American Book Exchange	16mo	94	Paper, 05
Pinfarth's Lives of Illustrations Men. Translated from the Greek by John Dryden and others. Revised and corrected by A. H. Clough; to which is prefixed a life of Pinfarth.	do	16mo	849; 907; 803	1 50
The Art of Speech. By L. T. Townsend, D. D. Volume 2. Studies in Eloquence and Logic.	do	do	925	60
English Classics. Collected by E. W. Gosse.	D. Appleton & Co	16mo	261	60
English Odes. By Alfred Tennyson.....	do	do	do	
In Memoriam. By Alfred Tennyson.....	do	18mo	do	1 00
The Princess. By Alfred Tennyson.....	do	18mo	do	1 00
Shakespeare's Sonnets. Edited by Edward Dowden.....	do	18mo	do	1 00
Pieces to Speak and How to Speak Them. By Harlan H. Ballard. Paris 2, 4, and 5.	do	do	do	Each, 20
The American Catalogue. Complete in two volumes. Compiled under the direction of F. Leyboldt, by L. E. Jones. Vol. 1: Authors and Titles.	A. C. Armstrong & Son	do	do	29 00
Library of English Literature. By Prof. Henry Morley. Vol. V: Sketches of Longer Works in English Verse and Prose.	Cassell, Petter, Galpin & Co	do	do	5 00

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	1	2	3	4	5	6
BIBLIOGRAPHY AND LITERATURE—Continued.						
Praise of Books as Said and Sung by English Authors; with preliminary essay on books. Compiled by John Alfred Langford.					165	\$1 00
English School Classics for Classes in English Literature, Reading, Grammar, &c. Edited by eminent English scholars. 17 numbers.					Each, 32	Paper, ea., 12
A Text Book on Rhetoric. By Brainerd Kellogg, A. M.					276	85
The Classics for the Million. Being an epitome in English of the works of the principal Greek and Latin authors. By Henry Grey. Second edition, revised and enlarged.					8+348	1 25
Shakespeare for the Young Folk. Comprising the plays of 'A Midsummer Night's Dream,' 'As You Like It,' 'Julius Caesar.' Edited by Prof. Robert R. Raymond. Illustrated.						2 75
Cesar. A sketch. By J. A. Froude.						60
The Chinese: Their Education, Philosophy, and Letters. By W. A. P. Martin, D. D.					8+319	1 75
English Men of Letters. Edited by John Morley:						
Thomas De Quincey. By David Masson.					8+198	75
Lancelotti. By Sidney Colvin.					12mo.	75
William Wordsworth. By F. W. H. Myers.					6+182	75
Dryden. By G. Saintsbury.					12mo.	8+192
Harper's Cyclopædia of British and American Poetry. Edited by Epes Sargent.					35+958	4 50
Life of Cicero. By Anthony Trollope. 2 vols.					347; 346	3 00
Shakespeare; Critical Study of his Mind and Art. By Edward Dowden.					18+386	1 75
Shakespeare's Plays. Edited, with notes, by William J. Rolfe, A. M. Illustrated.						
All's Well That Ends Well.					3—186	60
Taming of the Shrew					3—180	60
Coriolanus.					279	60
Cymbeline.					232	60
Comedy of Errors.					154	60
Antony and Cleopatra.					60	60
Introduction to the Science of Comparative Mythology and Folk-Lore. By Rev. Sir G. W. Cox.					14+320	1 75
Les Auteurs Contemporains. By L. Alliot-Reymier.						1 50
Renaissance in Italy. By James Addington Symonds:						
Part 1: The Age of the Despots					14+644	3 50
Part 2: The Revival of Learning					16+549	3 50
Publishers' Trade List Annual, 1881. Ninth year.					1826	1 50

<b>Anecdota Oxoniensis.</b> Edited by F. Max Müller. Texts, documents, and extracts chiefly from mss. in the Bodleian and Oxford libraries. Vol. I, Part 1: Buddhist texts from Japan.	Macmillan & Co	.....do	8vo	46+4	Paper, 1 10
<b>Aspects of Poetry.</b> By John Campbell Shairp. Lectures delivered at Oxford.	.....do	.....do	8vo	11+464	2 75
<b>Essays of Joseph Addison.</b> Chosen and edited by John Richard Green.	.....do	.....do	8vo	377	1 25
<b>The Library.</b> By Andrew Lang. With a chapter on modern illustrated books, by Austin Dobson. Illustrated.	.....do	.....do	16mo.	14+184	1 25
<b>Notes on the Nalopakhyanam; or, Tale of Nala.</b> By John Peile. Edited for the Syndics of the University Press.	.....do	.....do	8vo	8+244	3 00
<b>Plutarch's Life of Themistokles.</b> With introduction, notes, and appendix by Rev. Hubert A. Holden.	.....do	.....do	16mo.	56+232	1 10
<b>The Roman Poets of the Republic.</b> By W. Y. Sellar. New edition, revised and enlarged.	.....do	.....do	8vo	16+459	3 50
<b>The Sacred Books of the East.</b> Edited by F. Max Müller. Vols. 6 and 9: The Qur'ân [Koran]; translated by E. H. Palmer.	.....do	.....do	8vo	{ 118+268 10+362 }	{ 5 25 5 25 }
<b>Readings from Ancient Classics</b> (Chautauqua text books, No. 27)	Phillips & Hunt.	.....do	24mo.	103	Paper, 10
<b>A History of American Literature.</b> By Moses Coit Tyler. Colonial period, 1607-1765. New cheap edition. 2 vols. in 1 vol.	G. P. Putnam's Sons.	.....do	8vo	22+330	3 00
<b>History of English Thought in the Eighteenth Century.</b> By Leslie Stephen. New edition. 2 vols.	.....do	.....do	8vo	.....	8 00
<b>The Literary Life.</b> By W. S. Walsh;	.....do	.....do	16mo.	.....	1 25
<b>Putnam's Library Companion.</b> A quarterly continuation of "The Best Reading," Vol. 4, 1880.	.....do	.....do	8vo	6+74	50
<b>Books and Reading; or, What Books Shall I Read and How Shall I Read Them?</b> By Noah Porter, D. D. With an appendix, containing a select catalogue of books. New edition.	Charles Scribner's Sons	.....do	8vo	12+434	2 00
<b>Cæsar: A Sketch.</b> By James Anthony Froude	.....do	.....do	.....	.....	2 50
<b>Chins from a German Workshop.</b> By F. Max Müller. Vol. 5: Miscellaneous Later Essays.	.....do	.....do	12mo.	4+247	2 00
<b>Sir William Herschel: His Life and Works.</b> By Edward S. Holden.	.....do	.....do	12mo.	8+238	1 50
<b>Chaucer for Schools.</b> By Mrs. Hugh R. Haweis	Scribner & Welford	.....do	8vo	1 00	1 00
<b>On Thinking.</b> By Brother Azarias. Address delivered to the senior class of Rock Hill College.	E. Steiger & Co	.....do	.....	4+27	Paper, 25
<b>Shakespeare's Works.</b> With life, by Alexander Dyce	R. Worthington	.....do	8vo	1057	3 00
<b>Class Book of Oratory.</b> By Prof. A. A. Griffith. Revised.	Central Book Concern	Cincinnati, Ohio	12mo.	.....	.....
<b>A Syllabus of Anglo-Saxon Literature.</b> By J. M. Hart.	Robert Clarke & Co	.....do	8vo	2+69	Paper, 50
<b>Hard Ten Brin's Geschiede der engelschen Literatuur.</b>	.....do	.....do	.....	.....	.....
<b>Schiller and His Times.</b> By Johannes Scherr. From the German, by Elisabeth McClellan. Illustrated.	Ig. Kohler	Philadelphia, Pa.	12mo.	18+454	2 00
<b>Danderviksborg, and Other Tales.</b> By Mrs. Frances C. Henderson. Forming an epitome of modern European literature.	J. B. Lippincott & Co	.....do	12mo.	.....	1 50
<b>Familiar English Quotations</b>	.....do	.....do	48mo.	.....	50
<b>Foreign Classics for English Readers.</b> Edited by Mrs. M. O. W. Oliphant: <i>Cervantes.</i> By Mrs. Oliphant.	.....do	.....do	16mo.	12+214	1 00
<i>Comelle and Lucine.</i> By Henry M. Trollope	.....do	.....do	16mo.	12+181	1 00
<i>Madame de Sévigné.</i> By Miss Annie I. Thackeray	.....do	.....do	48mo.	.....	50
<b>A Handy Classical Dictionary</b>	.....do	.....do	.....	.....	.....





French and English Dictionary. Compiled by John L. DeLolme, R. Wallace, and H. Bridgman. Revised, corrected, and enlarged, from the seventh and latest edition (1877) of the Dictionary of the French Academy, by E. Roubaud. Cyclopaedia of Practical Quotations, English and Latin. By J. K. Hoyt and Anna L. Ward.	Cassell, Petter, Galpin & Co.	do	12mo	26+1122	1 75
Encyclopædia Britannica. Ninth edition. Vol. XII. Hir to Ind. Vol. XIII. Inf to Kan.	I. K. Funk & Co.	do	8vo	4+899	5 00
Young Folks' Catechism of Common Things	Samuel L. Hall	do	8vo		5 00
The Right Word in the Right Place: A Dictionary of Synonyms and Companion to the Writing Desk, Pulpit, and Platform.	Henry Holt & Co.	do	16mo		60
French-English, and English-French Dictionary. By Abel Boyer. New and revised edition.	E. M. Jenkins	do	24mo	64	10
Pocket-book Dictionary. Giving vocabulary of nearly 15,000 of the most difficult words in the English language. New edition.	Phillips & Son	do	8vo	350+259	2 00
Bibliotheca Americana. By Joseph Sabin. Parts 77 and 78 (North Carolina to Omaha).	George Routledge & Sons	do	32mo	64	25
Bibliotheca Americana. By Joseph Sabin. Parts 79 and 80 (Omaha to Parkinson)	J. Sabin's Sons	do	8vo	383-582+1	5 00
Etymological and Pronouncing Dictionary of the English Language. By Rev. James Stormonth. Pronunciation revised by Rev. P. H. Phelps. Sixth edition, revised.	do	do	8vo	11-200	5 00
Chambers's Encyclopædia. A Dictionary of Universal Knowledge for the People. New and revised edition, 1881. 10 vols.	Scribner & Welford	do	12mo	10+795	3 00
Pocket Pronunciation Book. By E. V. De Graff. Contains 3,000 words of difficult pronunciation, with diacritical marks according to Webster's Dictionary.	R. Worthington	do	Roy. 8vo		25 00
Practical Phonics. By E. V. De Graff. Comprehensive study of pronunciation, forming a complete guide to the study of the elementary sounds of the English language.	C. W. Bardeen	Syracuse, N. Y.	24mo	47	15
Military Dictionary and Gazetteer. By Thomas Wilhelm. Revised edition. Illustrated.	do	do	16mo	108	75
Naval Encyclopædia. By L. R. Hamersly	L. R. Hamersly & Co.	Philadelphia, Pa.	8vo	659+32	5 00
A Dictionary of Daily Blunders. Containing a Collection of Mistakes often made in Speaking and Writing.	do	do	4to		9 00
Handy-Book of Synonyms of Words in General Use.	J. B. Lippincott & Co.	do	48mo	1017	50
Worcester's Quarto Dictionary. With supplement, embracing 204 additional pages. New edition. Fully illustrated and unabridged.	do	do	32mo	152	50
	do	do	4to	2058	10 00
EDUCATION.					
Outlines of Map Drawing. With diagrams founded on parallels and meridians. By Frederick E. Bangs.	Henry H. Peck	New Haven, Conn	Sq. 12mo	36	25
Scrap-book Recitation Series. No. 2. Compiled by H. M. Soper.	T. S. Deuison	Chicago, Ill.	16mo	110	25
Edwards and Warren's Analytical Speller	George Sherwood & Co.	do			22
Edwards' Students' Readers:	Taintor Bros., Merrill & Co.	New York, N. Y.			
First Reader. In 3 parts	do	do			
Third Reader	do	do			
Same. In 9 parts	George Sherwood & Co.	Chicago, Ill.			60
Fourth Reader	do	do			53
Same. In 4 parts	do	do			60
Primer of Domestic Science. No. 2. Parlor, Bed-Room, and Laundry. By Mrs. Harriet J. Willard.	do	do			64
Sherwood's Ten-Cent Writing Speller and Copy-Book.	do	do		50	22
	do	do			Per doz., 1 06

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.*—Continued.

Name of book and author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	Number of pages.	Price.
<b>EDUCATION—Continued.</b>								
Dale's Outline of Elocution.....		Normal Publishing House.....		Danville, Ind.....				\$1 50
Prigg's Normal Speaker.....		do.....		do.....				50
Queer Queries.....		do.....		do.....				25
Universal Spelling Book for Primary Schools. With exercises in the elementary rules of arithmetic. Illustrated.		John B. Piet.....		Baltimore, Md.....			3-144	15
Parker and Marvel's Supplementary Readers. Parts 1 and 2.....		Robert S. Davis.....		Boston, Mass.....				Each,
Our Baby's Lesson-Book: Lessons and Stories for Very Little Ones. Illustrated.		Estes & Lauriat.....		do.....				35
March's A B C Book. By F. A. March.....		Ginn & Heath.....		do.....				35
Life and Education of Laura Dewey Bridgman, the Deaf, Dumb, and Blind Girl. By Mary Swift Lauson. New edition.		Houghton, Mifflin & Co.....		do.....			40+373	1 50
Advanced Readings and Recitations. Edited by Austin B. Fletcher.		Lee & Shepard.....		do.....			12+38+9	1 50
Cambridge Series of Information Cards for Upper Classes in Schools:		do.....		do.....			—450	
1—Sugar. By W. J. Rolfe, A. M.		do.....		do.....				
2—The Yosemite Valley. By A. P. Peabody, D. D.		do.....		do.....				
3—The English Language. By W. J. Rolfe, A. M.		do.....		do.....				
4—The Sphinx at Mt. Auburn. By N. Lincoln.		do.....		do.....				
5—The Employment of Time. By Charles Sumner.		do.....		do.....				
6—The Sun as a Worker. By W. J. Rolfe, A. M.		do.....		do.....				
7—About Combustion. By W. J. Rolfe, A. M.		do.....		do.....				
8—About Jack Frost. By W. J. Rolfe, A. M.		do.....		do.....				
9—About Values. By W. J. Rolfe, A. M.		do.....		do.....				1 50
Common Sense About Women. By T. W. Higginson.		do.....		do.....			87	50
Hand Book of Light Gymnastics. By Lucy B. Hunt. Illustrated.		do.....		do.....			112	50
Punctuation and other Typographical Matters. By Marshall T. Bigelow.		do.....		do.....				50
For the use of printers, authors, teachers, and scholars.		do.....		do.....				
Reading Club and Handy Speaker. Edited by George M. Baker. Selections in prose and poetry for reading and recitations. No. 9.		D. Lothrop & Co.....		do.....			3-372	1 00
Curious Stories. By various authors. Illustrated.		do.....		do.....			2+192	1 00
Little Folks' Reader. Illustrated. For use in primary schools, homes, and Kindergarten.		do.....		do.....			12+386	1 25
Farming for Boys: How to Begin, How to Proceed, and What to Aim at. By Edmund Morris. New issue. Illustrated.		do.....		do.....				
How to Write Clearly. Studies and exercises on English Composition. By Rev. Edwin A. Abbott, M. A.		Roberts Bros.....		do.....				
National Kindergarten Songs and Plays. By Mrs. Louise Pollock.		H. A. Young & Co.....		do.....			77	50
The Primary School Speaker. Edited by J. H. Gilmore.		do.....		do.....			117	50
Slade's Children's Hour.....		do.....		do.....				3 00
Merry Songs and Games for the Use of the Kindergarten. Compiled by Clara Beeson Hubbard.		Balmer & Weber.....		St. Louis, Mo.....			104	

	D. Appleton & Co.	New York, N. Y.			10 00
Appleton's Elementary Reading Charts. Forty-six numbers. Prepared by Rebecca D. Rickoff.					
Appleton's Standard System of Penmanship. Prepared by Lyman D. Smith:					
Lead-Pencil Course. Three numbers.	do	do			Per doz., 1 08
Short Course. Tracing. Two numbers.	do	do			Per doz., 1 08
Short Course. Seven numbers.	do	do			Per doz., 1 08
Grammar Course. Seven numbers.	do	do			Per doz., 1 44
Art of School Management. By J. Baldwin. Text-book for normal schools and normal institutes, and reference book for teachers, school officers, and parents.	do	do		12mo.	504
Manual of Commercial Correspondence in French. By H. M. Monsanto.	do	do		12mo.	1 00
School-room Exercise Book for Written Spelling. Primary department. By E. V. De Graff.	do	do		Sq. 8vo.	Paper, 15
Standard Supplementary Readers. Edited by William Swinton and George R. Cathcart:					
I. Easy Steps for Little Feet	do	do			30
II. Golden Book of Choice Reading	do	do			35
III. Book of Tales	do	do			58
IV. Readings in Nature's Book	do	do			75
V. Readings in Nature's Book	do	do			75
VI. Seven British Classics	do	do			58
Independent Writing Speller. By J. F. Phillips, 3 parts	do	do			15
Catholics and Protestants Agreeing on the School Question. By Rev. I. T. Hecker.	A. S. Barnes & Co.	do			Each, 15
Primary Speller	Beniger Bros	do		8vo	Paper, 10
Gilmour's Primary Speller	do	do			20
Primary Normal Speller; or, First Lessons in the Art of Writing Words. By A. G. Beecher.	Clark & Maynard.	do			20
Exhibition Reader. By Mrs. Russell Karyanah. For very little children.	do	do			50
Recitations and Readings. Edited by William R. Dick. Numbers 12 and 13.	Dick & Fitzgerald	do		16mo	50
The Easiest Way in Housekeeping and Cooking. By Helen Campbell.	do	do		Each 16mo	1 00
Adapted to domestic use or study in classes.	Forts, Howard & Hulbert	do		1mo.	
The Dickens Reader. Selected, adapted, and arranged by Nathan Sheppard.	Harper & Bros.	do		4to	Paper, 25
Illustrated.	do	do			
Manual of Object Teaching. By N. A. Calkins. With illustrative lessons in methods and the science of education	do	do		12mo.	1 25
Manson's Elementary Writing Speller.	Iverson, Blakeman, Taylor & Co.	do			69
Manson's Writing Speller. No. 1	do	do			87
Wilbur's Self-Averaging Monthly Class Record	do	do			69
Lectures on Teaching Delivered in the University of Cambridge, 1880. By J. G. Fitch.	Macmillan & Co.	do		12mo.	1 75
On Teaching: Its Ends and Means. By Henry Calderwood. Third edition.	do	do			70
Temperance Lesson-Book. By Benjamin Ward Richardson. Designed for use in schools and families.	National Temperance Society and Publishing House.	do		10mo	50
Ninety-nine Choice Readings and Recitations. Compiled by J. S. Ogilvie. (People's Library, No. 51.)	J. S. Ogilvie & Co.	do		4to	10
Our Brother in Black: His Freedom and His Future. By Atticus G. Haygood, D. D.	Phillips & Hunt.	do		12mo.	1 00
McVicar's American Standard Writing Speller	Potter, Ainsworth & Co.	do			58
Payson, Dutton, and Scribner's Hand-Book of Penmanship	do	do			36
Payson, Dutton, and Scribner's New Mounted Tablets. 12 numbers	do	do			Per set, 2 40
The First Book of Knowledge. By Frederic Guthrie	G. P. Putnam's Sons	do		16mo	1 00

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	4	Number of pages.	5	Price.	6
EDUCATION—Continued.											
New Phonic Charts. By E. A. Sheldon. 20 numbers. Dictionary of Education and Instruction. Edited by Henry Kiddle and A. J. Scheme. Based upon the Cyclopaedia of Education.		Charles Scribner's Sons		New York, N. Y.		12mo.		4+329		Set,	\$3.60
Plain Uses of the Blackboard and Slate. By Rev. W. F. Crafts.		Ward & Drummond		do.		12mo.		360			1.25
West Point and the Military Academy. By Edward S. Farron. Second edition, revised.		John Wiley & Sons		do.		Sq. 16mo.		2+75			1.50
Children's Kitchen-garden Book. By Emily Huntington. Adapted from the original, with additional songs.		Wynkoop & Hallenbeck		do.		16mo.		53			25
Illustrated Sewing Primer, with Songs and Music. By Louise J. Kirkwood.		do.		do.		16mo.		67			30
Educational Journalism. By C. W. Bardeen. Address before the New York State Teachers' Association, August 7, 1881.		C. W. Bardeen		Syracuse, N. Y.		8vo		30		Paper,	25
Hand Books for Young Teachers. By Henry B. Buckham. No. 1. First Steps.		do.		do.		16mo		152			75
Hints on Teaching Orthoeopy. By Charles T. Pooler.		do.		do.		12mo.		15			10
How to Secure and Retain Attention. By James L. Hughes.		do.		do.		16mo.		50			50
Manual of Drill and Calisthenics. By James L. Hughes.		do.		do.		16mo.		135			25
Mistakes in Teaching. By James L. Hughes. American edition, enlarged.		do.		do.		16mo.		2+111			
New York Examination Questions. Embracing 3,000 questions given at all examinations for State certificates from the beginning to the present time.		do.		do.		16mo.					
The Science of Education. By G. A. Riecke. Translated from the German by Prof. J. Bengel.		do.		do.							
The Sentence Method of Teaching Reading, Writing, and Spelling. By Geo. L. Farnham.		do.		do.		12mo.		50			25
Short History of Education. Edited by W. H. Payne. With introduction, bibliography, notes, and references. Reprint from ninth edition of Encyclopaedia Britannica.		do.		do.		24mo.		105			50
The Spirit of Education. By Amable Béseau. Translated by Mrs. E. M. McCarthy.		do.		do.		12mo.		325			1.25
The 250 Regents' Schools of the State of New York. With names of the principals and relative rank in the apportionments of the past six years. Compiled by C. W. Bardeen.		do.		do.		24mo.		24		Paper,	25
Introduction to Orthography and Pronunciation of the English Language. By Joseph Muenschor, D. D.		Central Book Concern		Cincinnati, Ohio		12mo.		210			1.00
Elements of Knowledge. By Horace P. Biddle		Robert Clarke & Co.		do.		12mo.		6+245			1.50
Franklin Writing Tablet.		Van Antwerp, Bragg & Co		do.		do.		do.		Per doz.,	60
McGuiffy's Revised Speller		do.		do.		do.		do.		Per doz.,	50
McGuiffy's Revised Primary Charts. 27 numbers		do.		do.		do.		do.		1.00	
Ohio Complete School Register		do.		do.		do.		do.		1.00	
Standard Attendance and Department Register.		do.		do.		do.		do.		1.00	





TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.*—Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
<b>I</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
GENERAL SCIENCE.—Continued.					
Young Folks' Astronomy. By John D. Champlin, jr. Illustrated.	Henry Holt & Co.	New York, N. Y.	16mo.	5+236	\$0 00
Ideal Chemistry. By Sir C. Brodie.	Macmillan & Co.	do	16mo.	4+64	75
The New Text Book of Chemistry. By Prof. Le Roy C. Cooley. Illustrated.	Charles Scribner's Sons	do	12mo.	90	90
Scientific Industries Explained. By Alexander Watt.	Scribner & Welford	do	12mo.	134	1 00
Water: Its Composition, Collection, and Distribution. By Jos. Parry.	do	do	12mo.	184	1 00
Handbook for domestic and general use. Illustrated.	Sheldon & Co.	do	12mo.	10+354	1 30
Elements of Chemistry. By Eroy M. Avery. A text book for schools. Illustrated.	D. Van Nostrand	do	12mo.	75	2 00
Practical Blowpipe Assaying. By Geo. Atwood, F. G. S., F. C. S., etc. Illustrated.	do	do	16mo.	145	50
The Telescope: Principles Involved in the Construction of Refracting and Reflecting Telescopes. By Thomas Nolan. Illustrated.	do	do	16mo.	900	1 00
Text Book of Experimental Organic Chemistry for Students. By H. Chapman Jones. Reprinted from the last English edition.	John Wiley & Sons.	do	12mo.	8vo.	1 50
The Figure of the Earth: Introduction to Geodesy. By M. Merriman.	do	do	8vo.	8vo.	6 00
Presenius' Quantitative Analysis: New System. By O. D. Allen.	do	do	8vo.	8vo.	10 00
A Manual of Practical Assaying. By John Mitchell. New revised edition, by Wm. Crookes.	R. Worthington	do	Cr. 4to	2 50	2 50
Picturesque Science for the Young. Illustrated.	Henry Carey Baird & Co.	Philadelphia, Pa.	8vo.	1 50	1 50
Tables for Qualitative Chemical Analysis. By Heinrich Will. Edited by Charles F. Hines. Third American edition, from eleventh German edition.	do	do	Sq. 16mo.	145	1 50
Underground Treasures: How and Where to Find Them. By James Orton. New edition, with additions. A key for the ready determination of all the useful minerals within the United States. Illustrated.	Henry C. Lea's Sons & Co.	do	12mo.	372	2 50
Elementary Treatise on Practical Chemistry and Qualitative Inorganic Analysis. By Frank Clowes. From second revised English edition. Illustrated.	J. B. Lippincott & Co.	do	8vo.	3 50	3 50
Poetry of Astronomy. By Richard A. Proctor	do	do	8vo.	7 50	7 50
Prehistoric Europe: A Geological Sketch. By James Geikie. With maps and illustrations.	Porter & Coates	do	12mo.	371	2 50
Manual of Qualitative Blowpipe Analysis and Determinative Mineralogy. By W. Elderhorst. New edition, rewritten and revised by Henry B. Nelson. Illustrated.	C. C. Roberts & Co.	do	16mo.	160	1 00
Compend of Chemistry: Inorganic and Organic. By Henry Leffmann, M. D. With full explanations of difficult points.	A. H. Andrews & Co.	Chicago, Ill.	Each 24mo.	35; 20; 28	8 00
GEOGRAPHY.					
Geographical Charts. By A. H. Andrews.	Rand, McNally & Co.	do	Each 24mo.	35; 20; 28	75
Rand, McNally & Co.'s Indexed Maps: England and Wales; Ireland; Scotland. 3 volumes.					

Kand, McNally, & Co.'s Map of Cuba.	do	do	do	24mo.	50
Black's General Atlas of the World. New edition, with additional maps.	Little, Brown & Co.	Boston, Mass	Folio		22 50
Appleton's American Standard Geographical	D. Appleton & Co.	New York, N. Y.	Sq. 4to		1 50
Higher Geography. With maps and illustrations.	Macmillan & Co.	do	12mo.		1 50
Manual of Ancient Geography. By Henry Kiepert. Authorized translation from the German.	G. P. Putnam's Sons	do	Folio		25 00
The Comprehensive Atlas and Geography. By James Bryce, W. F. Collier, and Leonard Schmitz. New enlarged edition.	George Routledge & Sons	do	16mo.		50
Earth, Air, and Water; or, The Story of the World we Live in. By C. A. Mardacian. Illustrated.	W. H. Sadlier	do	8vo		5 00
Map of North America. By W. H. Sadlier.	Scribner & Welford	do	8vo		12 00
The Historical Geography of Europe. By Edward A. Freeman. 2 vols., 65 maps.	University Publishing Co.	do	Small 4to		63
Mauzy's Elementary Geography. Illustrated.	do	do	Large 4to		1 48
Mauzy's Revised Manual of Geography. New maps and illustrations.	do	Cincinnati, Ohio	12mo.		1 00
Comparative Geography. By Karl Ritter. Translated for the use of schools and colleges by William L. Gage. New issue.	Van Antwerp, Bragg & Co.	do	do		250
Eclectic Atlas and Hand-Book of United States.	do	do	do		5 00
Geographical Studies. By Karl Ritter. From the German by William Leonard Gage. New issue.	do	do	12mo.		1 00
HISTORY.					
The Constitutional and Political History of the United States. By H. von Holst. From the German by John J. Lalor and Paul Shorey. Vol. 3. 1846-1896. Annexation of Texas—Compromise of 1850.	Callaghan & Co.	Chicago, Ill.	8vo		10+597
Henry's United States History.	Normal Publishing House	Danville, Ind.	12mo.		1 35
Dulaney's School History of Maryland.	Wm. J. C. Dulaney & Co.	Baltimore, Md.	12mo.		1 25
History of Spain. By Prof. James Albert Harrison. Illustrated.	{ Estes & Lauriat	Boston, Mass	12mo.		1 50
Macaulay's History of England. Cambridge edition. 5 vols.	{ D. Lothrop & Co.	do	12mo.		7 50
Outlines of the History of France, from Earliest Times to the Outbreak of the Revolution. By François Pierre Guillaume Guizot. Abridgment of Guizot's Popular History of France; with index, tables, portraits, illustrations, etc. By Gustave Masson. Second edition.	do	do	8vo		3 00
Young Folks' History of America. Edited by Ezekiah Butterworth. Illustrated.	do	do	12mo.		535
Young Folks' History of Boston. By Ezekiah Butterworth. Illustrated.	{ D. Lothrop & Co.	do	12mo.		1 50
Young Folks' History of Russia. By Nathan Haskell Dole. Map and illustrations.	{ D. Lothrop & Co.	do	12mo.		480
The Comic History of the United States. By John D. Sherwood. New edition. Illustrated.	{ D. Lothrop & Co.	do	12mo.		1 50
English Constitutional History from the Teutonic Conquest to the Present Time. By Thomas P. Taswell-Langmead. Second edition, revised throughout with additions.	{ D. Lothrop & Co.	do	12mo.		2 50
History of the Conquest of Spain by the Arab-Moors; with Sketch of the civilization they Achieved and Imparted to Europe. By Henry Coppée. 2 vols.	Houghton, Mifflin & Co.	do	8vo		26+804
	do	do	12mo.		{ 36+455 } { 14+496 }
	do	do	12mo.		5 00

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	1	2	3	Size of book.	Number of pages.	Price.
<b>HISTORY.—Continued.</b>						
Columbus; or The Discovery of America. Edited by Fred. H. Allen. Illustrated by Fred. H. Allen. Corsets; or, The Discovery, Conquest, and More Recent History of Mexico. Edited by Fred. H. Allen. Illustrated.			Boston, Mass	12mo.	.....	\$1 00
Switzerland. By Harriet D. S. Mackenzie.		do	do	12mo.	.....	1 00
Young Folks' Bible History. By Charlotte M. Yonge. Illustrated.		do	do	12mo.	585	1 50
History of Esaraddon, Son of Sennacherib, King of Assyria. Translated from the cuneiform inscriptions in the British Museum, by Ernest A. Budge.		James R. Osgood & Co.	do	12mo.	414	1 50
			do	8vo.	.....	4 00
Memorial History of Boston, including Suffolk County, Mass., 1630-1880. Edited by Justin Winsor. In 4 vols. Vol. 2: Provincial Period. Illustrated, with fac-similes and maps.		do	do	4to.	.....	625 00
Lives of the Presidents of the United States from Washington to the Present Time. By John S. C. Abbott and Russell H. Conwell. Illustrated.		B. B. Russell	do	8vo.	640	3 00
Outlines of English History. By Annie Wall.		G. I. Jones & Co.	St Louis, Mo	16mo.	.....	1 50
Fifteen Decisive Battles of the World. By E. S. Creasy.		American Book Exchange	New York, N. Y.	16mo.	297	35
History of the English People. By John Richard Green. 2 volumes.		do	do	16mo.	1252	1 00
History of Greece from Earliest Times to the Present. By T. T. Timayenis. Maps and illustrations. 2 volumes.		D. Appleton & Co.	do	12mo.	10-447; 6-445; 13-345	3 50
An Historical Reader for Use in Classes in Academies, High Schools and Grammar Schools. By Henry E. Shepherd.		do	do	8vo.	.....	1 25
Young Ireland: Fragment of Irish History, 1840, 1850. By Sir Charles Gavau Duffy. New cheap edition.		do	do	12mo.	.....	1 50
Armstrong's Primer of United States History. For schools and family use.		A. C. Armstrong & Son	do	24mo.	128	50
History of the Crusades. By Jos. Francois Michaud. Translated by W. Robinson. New edition, with preface and supplementary chapter by Hamilton W. Mabie. In 3 volumes.		do	do	12mo.	26+509; 8+493; 8+558	3 75
Battle-Maps and Charts of the American Revolution. By Henry B. Carrington, LL. D. With explanatory notes and school history references.		A. S. Barnes & Co.	do	8vo.	88	1 25
A Brief History of Ancient Peoples. With an account of their monuments, literature, and manners. Maps and illustrations. (Barnes' one-term series.)		do	do	12mo.	2+312+16	1 25
Points of History. By John Lord. For schools and colleges.		do	do	Sq. 12mo.	8+293	1 25
History of England. By W. F. Mylius. Continued down to the present time by John G. Shea, LL. D. For the use of schools.		Catholic Publishing Society Co.	do	12mo.	.....	1 00
A Complete Course in History. By John J. Anderson. Part I. Ancient History. Maps and illustrations. For the use of colleges, high schools, academies, &c.		Clark & Maynard	do	12mo.	302	85
A History of Rome. By R. F. Leighton, Ph. D. Engravings, maps and plans.		do	do	12mo.	520	1 20
A Popular School History of the United States. By John J. Anderson, Ph. D. With maps, portraits, views, &c.		do	do	12mo.	360	85





TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	1	2	Place of publication.	Size of book.	Number of pages.	Price.
History.—Continued.						
Rome and Carthage; The Punic Wars. By R. Bosworth Smith. Maps and plans.						
The Egypt of the P. t. By Thrasmus Wilson. With 46 illustrations.		Charles Scribner's Sons	New York, N. Y.	16mo	20+298	\$1 00
France in the French in the second Half of the Nineteenth Century. By Karl Hill Brand. From the third German edition.		Scribner & Welford	do	8vo	475	4 80
United in Centuries and British Colonies. Edited by F. S. Pulling, M. A.:		do	do	8vo	261	3 75
5. Russia. By W. R. Morfill. With maps and illustrations.		do	do	16mo		1 25
6. Japan. By S. Mossman. With maps and illustrations.		do	do	16mo		1 25
7. Australia. By J. T. V. Fitzgerald. With maps and illustrations.		do	do	16mo		1 25
8. Egypt. By S. Lane Poole. With maps and illustrations.		do	do	16mo		3 00
Germany, Present and Past. By Rev. S. Earing-Gould.		do	do	Cr. 8vo.		21 00
History of Ancient Egypt. By G. Rawlinson. Two volumes, with maps and illustrations.		do	do	8vo		12 00
History of Egypt under the Pharaohs. Derived entirely from the monuments; [also] Exodns of the Israelites. By Dr. Henry Brugsch Bey. Translated and edited from the German by Philip Smith, n. A. Second edition. 2 vols. Illustrated.		do	do	8vo	955	
History of the Great French Revolution. By M. A. Thiers. New edition. 5 vols.		do	do	8vo		15 00
Abridged History of England and Condensed Chronology. Compiled by Archibald Hamilton McCalman. Illustrations and maps.		Trow's Printing and Book-binding Company.	do	8vo	8+669	5 00
Historical Collections. By Holmes Ammidown. Second edition. With plates and maps. In 2 volumes:						
Vol. I. Reformation in France; Rise, Progress, and Destruction of the Huguenot Church.		Charles L. Woodward	do	8vo	{ 12+569 } { 8+626 }	8 00
Vol. II. History of Seven Towns, six of which are in the county of Worcester, Mass.		R. Worthington	do	12mo	515	1 25
Popular History of the United States, from the Discovery of America to the Inauguration of Garfield. By John Frost and John G. Shea.		E. & J. B. Young & Co	do	12mo	8+237	75
Anglo-Saxon Britain. By Grant Allen.		C. W. Barden	Syracuse, N. Y.	12mo		1 00
A Thousand Questions in United States History, with Answers. By Henry B. Buckham.		Robert Clarke & Co.	Cincinnati, Ohio	12mo		1 50
Four Years Among Spanish Americans. By Hon. Fred. Hassaurek. Third edition.						
Electric History of the United States. By M. E. Thallheimer. Maps and illustrations.		Van Antwerp, Bragg & Co.	do	{ 12mo.	392	1 17
Brief History of England, France, and Germany. By Mary E. Kelly.		E. Claxton & Co.	New York, N. Y.	Sq. 8vo.	87	1 50
Pymock's Improved Edition of Dr. Goldsmith's History of England. Corrected and revised by W. C. Taylor, LL. D. New enlarged edition. Illustrated.		Charles De Silver & Sons	Philadelphia, Pa.	12mo.	541	1 60

History of the Campaign for the Conquest of Canada in 1776. By Charles Henry Jones. Illustrated. 234	Porter & Coates	.....do	8vo	3 00
Memorable Scenes in French History. By Samuel M. Schmucker, A. M. H. 1 25	.....do	.....do	12mo	1 25
History of the War between the United States and Mexico. By John S. Jenkins. Illustrated. 1 75	John E. Potter & Co	.....do	12mo	1 75
From Exile to Overthrow: History of the Jews from the Babylonian Captivity to the Destruction of the Second Temple. By Rev. John W. Mears. Maps and Illustrations. 1 40	Presbyterian Board of Publication.	.....do	16mo	1 40
History of the United States under the Constitution; from 1783 to 1817. By Ja. Schouler. Vols. 1 and 2. 525; 600 Each, 2 50	W. H. & O. H. Morrison	Washington, D. C.	Ea., 8vo.	Each, 2 50
Historical and Chronological Atlas of the United States. By Lucien H. Smith. 1 00	Lucien H. Smith	.....do	Folio	1 00
LANGUAGE.				
Political Eloquence in Greece: Demosthenes; with extracts from his Oration and a Critical Discussion of the "Trial of the Crown." From the French of L. Bredif, by M. J. Macmahon. 510	S. C. Griggs & Co.	Chicago, Ill.	8vo	3 00
Zur Brücke's German without Grammar or Dictionary. Part I. New edition, revised and enlarged, printed in German text. 75	.....do	.....do	.....do	75
Lena'an Yimeth: Second Hebrew Reader. Edited by Rev. B. Felsenthal. For Jewish Schools and private instruction. 25	Max Stern	.....do	8vo	25
Elementary Grammar of the English Language. By Henry E. Shephard. Hebrew Grammar. By F. H. W. Gesenius. Translated by Benjamin Davies, from Rediger's edition. Revised and enlarged by Edward C. Mitchell, D. D. 40	John B. Pict.	Baltimore, Md.	12mo	40
Xenophon's Symposium. With notes by Samuel Ross Winans. 3 00	Warren F. Draper	Andover, Mass	8vo	3 00
Reynold's Homer's Iliad. Books, 1-12. 50	John Allyn	Boston, Mass	18mo	50
Cicero De Natura Deorum. Translated and Edited by Austin Stickney. 2 00	.....do	.....do	.....do	2 00
Cujus Generis; or, the Latin Gender Rules from Zumpt's Grammar in English Rhymes. By C. H. Wegmann. 1 55	Ginn, Heath & Co.	.....do	12mo	1 55
English in Schools. By Henry N. Hudson. 10	.....do	.....do	12mo	10
The Greater Poems of Virgil. By J. B. Greenough. Containing the pastoral poems and six books of the <i>Æneid</i> . Vol. 1. 65	.....do	.....do	12mo	65
Life of Agricola and Germany. By P. Cornelius Tacitus. Edited by Wm. F. Allen. 1 30	.....do	.....do	12mo	1 30
A Grammar of the Old Frisian Language. By Adley H. Cummins. } 8+64+8; } Stories for Language Lessons: A Reading Pastime for Little Beginners. } +68 } New edition. Illustrated. 76 } The Georgics of Virgil. 50 } Preston. Illustrated. } How to Tell the Parts of Speech. An introduction to English grammar. } By Rev. Edwin A. Abbott. American edition, revised and enlarged by } John G. R. McElroy. } The <i>Ædipus Tyrannus</i> of Sophocles. Rendered into English verse by William Wells Newell. } French Language Self-taught. By Alfred Sardon. Manual of French idiom- } atic phraseology, adapted for students, schools, and tourists. } Half Hours with Greek and Latin Authors. By G. H. Jennings and W. S. } Johnstone. } A Latin Grammar for Schools and Colleges. By Albert Harkness. Revised } edition. } Paper, 1 40	Houghton, Mifflin & Co. D. Lothrop & Co. James R. Osgood & Co. Robert's Bros Chas. W. Sever D. Appleton & Co .....do .....do	.....do .....do .....do .....do Cambridge, Mass New York, N. Y. .....do .....do	12mo Sq. 8vo. 16mo 16mo Sq. 12mo 12mo 12mo 12mo	1 15 1 25 2 00 75 50 2 50 2 00 1 40

TABLE XXIV.—*Publications, educational historical, &c., for 1881, &c.—Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
LANGUAGE.—Continued.					
Practical Lessons in Idiomatic French. By Alfred Hennequin.	D. Appleton & Co.	New York, N. Y.	12mo.	159	\$1 10
Some Topics in English Grammar. Edited by Arthur Hinds.	Baker & Godwin.	do.	16mo.	141	60
First German Book. By James H. Worman.	A. S. Barnes & Co.	do.	12mo.	8+63	35
Second German Book, after the Natural or Pestalozzian method, for schools and home instruction. Illustrated.	do.	do.	12mo.	84	40
H. Worman. Illustrated.	do.	do.	12mo.	10+147	1 25
First Lessons in Greek. By William S. Scarborough. Adapted to the Greek Grammars of Goodwin and Hadley.	do.	do.	12mo.	60	60
Practical Lessons in English. By J. M. B. Sill.	Benziger Bros.	do.	12mo.	350	25
Gilmont's Grammar.	Clark & Maynard.	do.	12mo.	350	1 00
An Analytical French Reader. By Prof. J. G. Keetels.	do.	do.	12mo.	350	1 20
A Collegiate Course in the French Language. By Prof. J. G. Keetels.	do.	do.	12mo.	162	30
Language Lessons. By Alonzo Reed, A. M., and Brainerd Kellogg, A. M.	do.	do.	16mo.	280	50
Graded Lessons in English.	I. K. Funk & Co.	do.	12mo.	2+118	50
Higher Lessons in English.	do.	do.	12mo.	6+237	75
The Meisterschaft System. By R. S. Rosenthal. Part I. German, in 15 parts, each containing three lessons.	Harper & Bros.	do.	12mo.	20+140	60
German Principia. Part 1: A First German Course. On the plan of Dr. William Smith's Principia Latina. Third edition, revised and enlarged.	do.	do.	12mo.	6+229	40
The Protagoras of Plato. With an introduction and critical and explanatory notes by E. G. Sillier.	Henry Holt & Co.	do.	12mo.	4+106	40
Dr. William Smith's Greek Course: Initia Græca. Part I. Twelfth edition, revised.	do.	do.	12mo.	75	1 60
Appendix to Initia Græca. Part I.	do.	do.	12mo.	95	1 60
Buckingham's Eugène's Elementary French Lessons.	do.	do.	12mo.	10+202	90
Buckingham's Eugène's Student's Comparative Grammar of the French Language.	do.	do.	12mo.	25	41
Classic German Plays. Edited by W. D. Whitney: Lessing's Minna von Barnhelm.	do.	do.	12mo.	1 00	1 00
Cook's Otto's German Grammar. New edition, revised, and, in part, rewritten.	do.	do.	12mo.	90	90
Elementary German. Outline of the grammar, with exercises, conversations, and readings. By Charles P. Otis. Handbook for students and general readers.	do.	do.	12mo.	25	41
L. Sauvœur's De L'Enseignement des Langues Vivantes.	Iverson, Blakeman, Taylor & Co.	do.	12mo.	1 00	1 00
Shorter Course in Grammar and Composition. By W. H. Wells.	do.	do.	12mo.	1 00	1 00
Beginner's Latin: A Drill Book and Practical Introduction to the Classic Authors. By William McD. Halsey.	William R. Jenkins.	do.	12mo.	1 00	1 00



Carmina Quinti Horatii Flacci. Liber 2. Edited for use of schools by T. E. Page.	Macmillan & Co	24mo	103	40
Le Cid: Tragédie en cinq actes. By P. Corneille. With biographical notice, historical introduction, glossary, and notes by G. E. Fasnacht.	do	16mo	14+120	30
Extracts from the Greek Elegiac Poets from Callinus to Callimachus. Edited by Herbert Kynaston.	do	24mo	12+100	40
The Heracleidae of Euripides. With introductory analysis, critical and explanatory notes by Edward Art. Beck.	do	12mo	16+127	90
Key to Greek Prose Composition. Part I. First Steps. By Rev. Blomfield Jackson.	do	16mo	60	90
Passages for Translation into Latin Prose. By A. W. Potts	do	16mo	55	60
Macmillan's Progressive French Readers. Second year. By G. Eugène Fasnacht.	do	16mo	16+212	65
Medea of Euripides. With introduction and commentary by A. W. Verrall.	do	8vo	22+132	2 00
Miles Gloriosus of Titus Maecias Plautus. Revised text, with notes by Rev. Yelverton Tyrrell.	do	16mo	44+233	1 25
Modern German Reader. Edited by C. A. Buchheim. Part I. With English notes, a grammatical appendix, and a complete vocabulary.	do	16mo	8+109	60
The New Phrynichus. A revised text of the Eclogæ of the grammarian Phrynichus, with introductory notes and commentary by W. Gunion Ruthenford.	do	8vo	12+533	5 00
Organic Method of Studying Languages. By G. Eugène Fasnacht. I. French; containing complete accidence and elementary syntax combined. Sautes and Epistles of Horace. Selected and edited for use of schools by Rev. W. J. F. V. Baker.	do	16mo	20+159	1 10
Select Elegies of Sextus Aurelius Propertius. Edited, with introductory notes and appendix, by J. P. Postgate.	do	24mo	7+96	40
Titus Livius. Books 5, 6, and 7, from the War against Veii to the beginning of the Samnite Wars. Edited, with notes, by A. R. Cluer.	do	16mo	148+272	1 60
Virgil's Æneid. Books II and III. Edited, with introduction and notes, by E. W. Howson.	do	16mo	11+285	90
The Works of Thucydides. Translated into English, with introduction, marginal analysis, notes, and indices, by B. Jowett. 2 vols.	do	24mo	16+102	75
Xenophon's Anabasis. Book 7: with English notes by Alfred Prieor, M. A.	do	8vo	20+708	8 00
Elementary Latin Grammar. By John Barron Allen. Third edition.	do	16mo	88+550	60
First Latin Exercise Book. By John Barron Allen. Third edition, revised and enlarged.	do	16mo	152	60
The Tragedies of Æschylus. A new translation, with a biographical essay and an appendix of rhymed choral odes, by E. H. Plumtree. New edition.	do	16mo	8+192	1 00
The Tragedies of Sophocles. A new translation, with a biographical essay and an appendix of rhymed choral odes and lyrical dialogues, by E. H. Plumtree. New edition.	do	16mo	11+210	1 00
Science of Language. By F. Max Müller. New edition. First series.	do	16mo	68+378	1 50
The same. Second series	do	16mo	96+502	1 50
Dante's Divine Comedy: The Inferno. Translated by John A. Carlyle. Collegiate series.	Chas. Scribner's Sons.	do		2 00
Myths of the Odyssey in Art and Literature. By J. E. Harrison. With 75 illustrations from the antique.	do	do		3 00
The Story of the Persian War from Herodotus. By Rev. A. J. Church. Illustrated.	Scribner & Welford	do		2 00
The Works of Horace. Translated by Theodore Martin. 2 vols	do	8vo	219	6 75
	do	Cr. 8vo		2 00
	do			8 40

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	1	Name of publisher.	2	3	4	Number of pages.	Price.
LANGUAGE—Continued.							
Ahn-Henn's First Latin Reader: De Septem Regibus Romanorum; extracts from the First Book of Livy. With notes, vocabulary, and references to Ahn-Henn's Latin Grammar.			E. Steiger & Co.	New York, N. Y.	12mo.	4+186	\$0 80
Ahn-Henn's Second Latin Reader. (To be used with the Third Latin Book.) Gegenwart und Zukunft der grossen Kultursprachen, besonders des englischen und des deutschen. By Alex. J. Schen.			do	do	8vo	26	Paper,
Latin Grammar. By Frederic Ahn. With references to the exercises in the first, second, and third Latin books, by P. Henn.			do	do	12mo.	10+313	90
Third Latin Book. By Frederic Ahn. Edited by P. Henn.			do	do	12mo.	6+237	90
Eclectic Parsing Book.			do	do	12mo.	394	24
New French Method. By F. Duffet. New edition. Revised and adapted to the use of American schools and colleges, by Alfred Hennequin.			Van Antwerp, Bragg & Co.	Cincinnati, Ohio	12mo.		1 20
Key to Harvey's English Grammar. By Thomas Enbank.			do	do	16mo.	112	50
The Two Orations in the Crown. Eschines and Demosthenes. Translated by George W. Biddle.			J. T. Holcomb & Co.	Mallet Creek, Ohio	12mo.	18+228	1 50
Methods of Language Teaching as Applied to English. By Thomas R. Price. 3 lectures.			J. B. Lippincott & Co.	Philadelphia, Pa.	8vo	437	Paper,
Rosensteing's German Irregular Verbs.			West, Johnston & Co.	Richmond, Va.			15
			W. J. Park & Co.	Madison, Wis.			
LAW.							
Treatise on Equity Jurisprudence as Administered in the United States. By John Norton Pomeroy. In 3 volumes. Vol. I.			A. L. Bancroft & Co.	San Francisco, Cal.	8vo		6 00
Treatise on the Law of Judgments, including all Final Determinations of the Rights of Parties in Actions or Proceedings at Law or in Equity. By A. C. Freeman. Third edition, revised and enlarged.			do	do	8vo		6 00
Treatise on the Law of Executors, Administrators, and Guardians. By Wm. M. Ivese.			James P. Harrison & Co.	Atlanta, Ga.	8vo	440	4 00
The Law of Real Estate Agency. By Nathan T. Fitch.			E. B. Meyers & Co.	Chicago, Ill.	12mo.	218	2 50
Treatise on the Law of Mortgages of Personal Property. By Leonard A. Jones.			Houghton, Mifflin & Co.	Boston, Mass.	8vo	36+658	6 50
Treatise on the Law of Sale of Personal Property. By J. P. Benjamin. With references to the American decisions and to the French code and civil law. Third American edition, revised and edited by Edmund H. Bennett.			do	do	8vo		6 50
Commentaries on the Law of Marriage and Divorce. By Joel Prentiss Bishop. Sixth edition, revised and enlarged. 2 vols.			Little, Brown & Co.	do	8vo		12 00
Commentaries on the Law of Municipal Corporations. By John F. Dillon. Third edition, revised and enlarged. 2 vols.			do	do	8vo		11 00

Commentaries on the Law of Partnership. By Joseph Story, LL. D. Seventh edition. By William Fisher Wharton. See Common Law.	do	8vo	422	6 00
The Common Law. By Oliver Wendell Holmes, jr.	do	8vo		4 00
A Digest of the Law of Libel and Slander. By W. Blake Osgers. First American edition.	do	8vo		6 00
Glossary of Technical Terms, Phrases, and Maxims of the Common Law. By Frederick Joseph Stimson.	do	12mo		3 00
A Law of Crimes. By John Wilder May.	do	12mo	200	2 50
Treatise on the Law of Railroads. By Edward L. Pierce.	do	8vo	00	12 00
Treatise on the Wills. By Thomas Jarnan. Fifth American edition, by Melville M. Bigelow, 2 vols.	do	8vo		12 00
A Selection of Cases on the Law of Bills and Notes and Other Negotiable Paper. By James Barr Ames, 2 vols. A text book.	Soule & Bugbee	8vo	{ 24+804 } { 6+892 }	12 00
General Treatise on Pleading and Practice in Civil Proceedings at Law and in Equity under the Code System. By T. A. Green.	W. J. Gilbert	8vo		5 00
Index to Reports of the Supreme Court of the United States. By William G. Meyer. Embracing all the reported decisions of the Court from its organization to the present date.	do	8vo		5 00
Principles of the Law of Torts; or, Wrongs Independent of Contract. By Arthur Underhill and Claude G. M. Plumpre. First American from second English edition.	William Gould & Son.		450	4 25
Medical-legal Treatise on Malpractice, Medical Evidence, and Insanity, comprising the Elements of Medical Jurisprudence. By John J. Elwell. Fourth edition.	Baker, Voorhis & Co.	8vo	600	6 00
Treatise on the Law Relating to the Specific Performance of Contracts. By Thomas W. Waterman.	do	8vo	850	6 50
Barke's Law of Public Schools	A. S. Barnes & Co.	do		1 00
Precedents of Indictments and Pleas. Compiled by Francis Wharton. Adapted to the use both of the courts of the United States and those of all the several States. 2 vols.	Kay & Bro	8vo	1430	12 00
Suggestions to Young Lawyers. By Cortland Parker. Address delivered at the commencement of Columbia College Law School, May 18, 1881.	Trow's Printing and Book-binding Co.	8vo	16	
Principles of Contract at Law and in Equity. By Frederick Pollock LL. B. First American from second English edition. Edited, with notes and references, by G. H. Wald.	Robert Clarke & Co.	8vo	78+720	6 00
Principles of Criminal Law. By Seymour F. Harris, B. C. L., M. A., with additions and notes by Hon. M. F. Force.	do	8vo		4 00
The Doctrine of Equity. A Commentary on the Law as Administered by the Court of Chancery. By John Adams, jr. Seventh American from last London edition, edited by Alfred L. Phillips.	T. & J. W. Johnson & Co.	8vo	918	7 50
A Treatise on the Conflict of Laws; or, Private International Law. By Francis Wharton. Second edition.	Kay & Bros.	8vo	864	6 00
Everybody's Lawyer and Book of Forms. By Frank Crosby. New edition, revised to date by A. G. Feather.	John E. Potter & Co.	12mo	702	2 00
Pleading and Practice in the Courts of Chancery. By R. T. Barton.	J. W. Randolph & English.	8vo	664	6 00

LITERATURE.

LOGIC.

(See Bibliography and Literature).

(See Philosophy and Logic).

LITERATURE.

(See Bibliography and Literature).

LOGIC.

(See Philosophy and Logic).

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
MATHEMATICS.					
Elements of Differential and Integral Calculus. By C. P. Buckingham. Revised.	S. C. Griggs & Co.	Chicago, Ill.			\$2 00
Graded Problems in Arithmetic. By A. C. Mason.	S. R. Winchell & Co.	do			1 00
Elements of Algebra. By G. A. Wentworth.	Ginn, Heath & Co.	Boston, Mass.	12mo.	8+380	1 45
Elements of Quaternions. By A. S. Hardy.	do	do	8vo	240	2 30
Metrical Geometry; an Elementary Treatise on Mensuration. By George B. Halsey. Pp. D.	do	do	12mo.	246	1 10
Bradbury's Elementary Arithmetic.	Thompson, Brown & Co.	do			40
Bradbury's Elementary Arithmetic. Part 1.	do	do			18
Bradbury's Elementary Arithmetic. Part 2.	do	do			20
Bradbury's Practical Arithmetic, with Answers	do	do			75
Barnes' New Mathematics:					
I. Primary Arithmetic and Table Book	A. S. Barnes & Co.	New York, N. Y.			15
II. The National Arithmetic	do	do			75
III. Elements of Algebra	do	do			1 00
The Collocate Algebra. By James B. Thompson, LL. D., and Elihu T. Quimby, A. M.	Clark & Maynard	do	Cr. 8vo.	346	1 00
A Complete Intellectual Arithmetic. By James B. Thompson, LL. D.	do	do	16mo.	168	25
Key to New Collegiate Algebra. By Thompson and Quimby	do	do			1 44
New Practical Algebra. By James B. Thompson, LL. D.	do	do	12mo.	312	83
Improved Book-Keeping and Business Manual. By J. H. Goodwin	J. H. Goodwin	do			2 00
Algebra for Schools and Colleges. By Simon Newcomb.	Henry Holt & Co.	do	12mo.	12+454	1 90
Elements of Geometry. By Simon Newcomb	do	do	8vo	10+389	1 75
Exercises in Analytical Geometry. By J. M. Dyer.	Macmillan & Co.	do	12mo.	8+152	1 25
Graduated Exercises in Plane Trigonometry. Compiled by J. and S. R. Wilson.	do	do	16mo.	232	1 00
The Student's Algebra. By J. A. Mackean.	do	do	12mo.	122	1 00
Practical Plane Geometry. By Henry Angell.	Thomas Nelson & Sons	do	12mo.		3 50
First Lessons in Arithmetic. By Edward Olney.	G. P. Putnam's Sons	do			36
Algebra Self Taught. By W. P. Higgs. Second edition.	Sheldon & Co.	do			1 00
An Easy Algebra for Beginners. By Charles S. Venable.	E. & F. N. Spon	do	8vo.	104	
	University Publishing Company.	do	12mo.	157	70
Imaginary Quantities; their Geometrical Interpretation. By R. Argand.	D. Van Nostrand	do	24mo.	135	50
From the French, by A. S. Hardy.					
Calculus of Variations. By Louis B. Carll.	John Wiley & Sons	do	8vo		5 00
The Elements of Coördinate Geometry. By De Valsen Wood. In three parts: I. Cartesian Geometry; II. Quaternions; III. Modern Geometry and an Appendix. Second edition, with additions.	do	do	8vo		2 50
The Elements of Plane Analytical Geometry. By George R. Briggs	do	do			1 50
Johnson's Integral Calculus	do	do	12mo.		1 50
Manual of Logarithmic Computation. By Alfred G. Compton.	do	do	12mo.	10+142	1 50



		Syracuse, N. Y.			4 30
Frictional Apparatus. By W. W. Davis. Consisting of eight wooden balls, whole, and others divided, respectively, into halves, thirds, quarters, sixths, eighths, tenths, and twelfths.	C. W. Bartlett.	do	12mo.	100	Paper.
A Manual of Mensuration. By H. H. Thurston. For use in schools.	do	do	8vo	22	Per box, Paper.
The Word Method in Number. By H. R. Sanford. Forty-five cards in a box.	Robert Clarke & Co.	Cincinnati, Ohio			
Criticism on the Legends Made of the Rectification of the Curve of the Circle. By J. Ralston Skinner.	do	do			
Key to Ray's New Higher Arithmetic.	Van Antwerp, Bragg & Co.	do			68
The Book-Keeper's Companion. By Thomas A. Lyle.	J. G. Beideman	Philadelphia, Pa.	Oct. 8vo.		25
Counting House Arithmetic. By W. H. Sadler and A. J. Nugent. Adapted as a text book for business colleges, high schools, and academies.	W. S. Fortescue & Co.	do	8vo	510	2 25
Academic Algebra. By Thomas K. Brown.	Porter & Coates	do	12mo.		1 50
Elements of Geometry and Trigonometry, and A Treatise on Mensuration.	do	do	12mo		1 50
By Isaac Sharpes, M. With logarithmic tables.	do	do			
Elementary Algebra, Part I. By E. Brooks.	Sower, Potts & Co.	do			75
Lyle's Book-Keeping Blanks. Per set, 4 books, double and single entry.	do	do			90
Lyle's Book-Keeping Blanks. Per set, 4 books, double and single entry.	do	do			65
The Elements of Plane Trigonometry. By Edward B. Smith.	Thomas J. Starke & Sons	Richmond, Va.	12mo.	64	75
MECHANICS AND PHYSICS.					
A Theory of Gravitation, Heat, and Electricity. By Melville Marchant.	John B. Piet	Baltimore, Md.	12mo.	4+104	
Wood-Working Tools; How to Use Them. Printed for the Industrial School Association. Illustrated.	Ginn & Heath	Boston, Mass.	12mo.	102	50
Gamot's Popular Physics. Edited by G. W. Peck. New edition.	A. S. Barnes & Co.	New York, N. Y.			1 75
Lessons in Electricity. By John Tyndall; [also] An Elementary Lecture on Magnetism.	J. Fitzgerald & Co.	do	4to.	30	Paper, 15
Work Manuals:					
No. 1.—The Preparation and Use of Cements and Glue. By John Phin.	Industrial Publishing Co.	do	12mo.	3—58	Paper, 25
No. 2.—The Mechanics Slide Rule and How to Use It. Compiled by F. T. Hodgson.	do	do	12mo.	29	Paper, 25
Elementary Lessons in Electricity and Magnetism. By S. P. Thompson. Illustrated.	Macmillan & Co.	do	16mo.	14+446	1 25
Elementary Treatise on Electricity. By James Clerk Maxwell. Edited by William Garnett. With 6 plates.	do	do	8vo	16+208	1 90
Graphical Determination of Forces in Engineering Structures. By J. A. B. Chalmers.	do	do	8vo	36+465	6 50
Questions on Stewart's Lessons in Elementary Physics. By T. Henry Core.	do	do	16mo.	3+131	50
Steam Engine and Its Inventors. By Robert L. Galloway.	do	do	12mo.	19+260	3 50
Treatise on Electricity and Magnetism. By James Clerk Maxwell. Second edition, 2 volumes.	do	do	8vo.	31+464	8 00
Rolle and Gillet's New Elementary Philosophy.	Potter, Ainsworth & Co.	do		23+446	1 08
New Natural Philosophy.	Charles Scribner's Sons	do			1 05
Aid Book to Engineering Enterprise Abroad. By Ewing Matheson. Part 2. Illustrated.	E. & F. N. Spon	do	8vo	472	5 00
Civil Engineering. By Michael Scott. With 7 plates.	do	do	8vo	192	5 00
Education of Civil and Mechanical Engineers.	do	do	8vo	44	Paper, 40
Electric Light for Industrial Uses. By R. E. Crompton. 1 plate.	do	do	8vo	41	Paper, 40
Elementary Principles of Carpentry. By Thomas Tredgold. Third edition. Revised from original edition and partly rewritten, by John T. Hurst. plates and 155 illustrations.	do	do	8vo	527	6 00.

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.*—Continued.

Name of book and author.	1	2	3	4	Number of pages.	Price.
					5	6
MECHANICS AND PHYSICS.—Continued.						
Experimental Researches into the Properties and Motions of Fluids. By Wm. Ford Stanley. Illustrated.			New York, N. Y.	8vo		\$6 00
Hand Book of Electrical Testing. By H. R. Kempe. New edition, revised and enlarged. Illustrated.		do	do	8vo	371	5 00
Hydraulic, Steam, and Hand Power Lifting and Pressing Machinery. By Frederic Colver. 73 plates.		do	do	8vo	120	7 25
Quantity Surveying: for Use of Surveyors, Architects, Engineers, and Builders. By J. Leaning.		do	do	8vo	375	3 50
Reference Book of Practical and Scientific Information for the use of Colliery Managers. By W. Wardle, M. E. C. E. Illustrated. To assist candidates in passing their examination.		do	do	8vo		4 25
Simple Hydraulic Formulae. By T. W. Stone, C. E. Illustrated.		do	do	8vo		2 50
Four Lectures on Static Electric Induction. By J. E. H. Gordon. Illustrated.		D. Van Nostrand	do	12mo.		80
Induction Coils: How Made and How Used. Reprinted from eighth English edition. Illustrated.		do	do	24mo.	2+123	50
Kinematics of Machinery. By Alexander B. W. Kennedy. Two lectures relating to Reuleaux methods, delivered at South Kensington Museum. With an introduction by R. H. Thurston. Illustrated.		do	do	16mo.	88	50
Text Book of Elementary Mechanics. By Edward S. Dana. For the use of colleges and schools. Illustrated.		John Wiley & Sons	do	12mo.	14+291	1 50
A Catechism of the Marine Steam Engine. By Emory Edwards. For the use of engineers, firemen, and mechanics. Third edition revised, with additions. Illustrated with engravings.		Henry Carey Baird & Co.	Philadelphia, Pa.	12mo.	414	2 00
Modern American Marine Engines, Boilers, and Screw Propellers. By Emory Edwards. For the use of engineers, draughtsmen, and engineering students. Thirty plates.		do	do	4to.	16+146	5 00
Intermediate Lessons in Natural Philosophy. By E. J. Houston.		Eldredge & Bros.	do	16mo.	20	90
Elements of Natural Philosophy based on the Experimental Method. By Thos. R. Baker.		Porter & Coates	do	12mo.	336	1 50
Griffin's Natural Philosophy		Sower, Potts & Co.	do			1 10
Working Drawings, and How to Make and Use Them. By Lewis M. Haupt. Designed for schools and artisans.		J. M. Stoddart & Co.	do	24mo.	70	60
MEDICINE AND SURGERY.						
Lectures, Clinical and Didactic, on the Diseases of Women. By R. Ludlam, M. D. Fifth edition, revised and enlarged. Illustrated.		Duncan Bros.	Chicago, Ill.	8vo	1, 030	6 00
Physiological Materia Medica. By W. H. Burt, M. D.		Gross & Delbridge.	do	8vo	980	7 00
Naso-Pharyngeal Catarrh. By Martin F. Coomes, M. D.		Bradley & Gilbert	Louisville, Ky.	12mo.	165	2 00

Antiseptic Surgery. The Principles, Modes of Application, and Results of the Lister Dressing. By Just. Lucas-Championnière, m. d. Translated and edited by Frederic Henry Gerrish, m. d.	Loring, Short & Harmon.....	Portland, Me.....	8vo.....	232	2 25
American Gynecological Society: Transactions for the year 1880. Vol. 5.....	Houghton, Mifflin & Co. ....	Boston, Mass.....	8vo.....	8+470	5 00
The Diagnosis and Treatment of Diseases of the Eye. By Henry W. Williams, m. d. Illustrated.	.....do.....	.....do.....	8vo.....	12+464	4 00
The Bacteria. By Antoine Magnin. Translated by George M. Sternberg, m. d. A Practical Treatise on Hernia. By Jos. H. Warren, m. d. New edition, revised and enlarged, with new illustrations.	Little, Brown & Co.....	.....do.....	Sm. 8vo.....	.....	2 50
Indexes to Manual Literature. By Francis H. Brown, m. d.	James R. Osgood & Co.....	.....do.....	8vo.....	.....	5 00
Student's Manual of Histology. By Charles H. Stowell, m. d. For the use of students, practitioners, and microscopists. Illustrated.	Riverside Press.....	Cambridge, Mass.....	12mo.....	8	.....
The Applied Anatomy of the Nervous System. * By Ambrose L. Ranney, A. m. d. Illustrated.	George S. Davis.....	Detroit, Mich.....	12mo.....	290	2 00
General Physiology of Muscles and Nerves. By I. Rosenthal. Illustrated. The Heart and its Function. Health Primers, No. 8. Illustrated.	D. Appleton & Co.....	New York, N. Y.....	8vo.....	.....	4 00
Lectures upon the Diseases of the Rectum and the Lower Bowel. By W. H. Van Buren, m. d. New edition, enlarged.	.....do.....	.....do.....	12mo.....	16+324	1 50
On the Antagonism between Medicines and between Remedies and Diseases. By Roberts Bartholow, m. d.	.....do.....	.....do.....	8vo.....	95	3 40
The Science and Art of Midwifery. By William Thompson Lusk, m. d. Illustrated.	.....do.....	.....do.....	8vo.....	122	1 25
Sight: Exposition of the Principles of Monocular and Binocular Vision. By Jos. Le Conte. Illustrated.	.....do.....	.....do.....	8vo.....	687	5 00
Text Book of Human Physiology. By Austin Flint, jr., m. d. Third edition, revised and corrected. Illustrated.	.....do.....	.....do.....	12mo.....	2+275	1 50
A Text Book of Practical Medicine. By Felix von Niemeyer. From the eighth German edition. By George H. Humphreys, m. d., and Charles E. Hackley, m. d. New revised edition, with additions. 2 volumes.	.....do.....	.....do.....	8vo.....	977	6 00
Treatise on the Diseases of the Nervous System. By William A. Hammond, m. d. Seventh edition, revised and enlarged. Illustrated.	.....do.....	.....do.....	8vo.....	767; 861	9 00
A Medicolegal Treatise on Malpractice. By John J. Elwell, m. d. Fourth edition, revised and enlarged.	Baker, Voorhis & Co.....	.....do.....	8vo.....	928	5 00
Introduction: A Guide to Practical Work in Elementary Anatomy, Histology, and Experimental Physiology. By Burt G. Wilder, m. d., and Simon H. Gage. Illustrated.	A. S. Barnes & Co.....	.....do.....	8vo.....	.....	6 00
The Principles of Myodynamics. By J. S. Wight, m. d. Illustrated. Diseases of the Nervous System: Treatise on Spasmodic, Paralytic, Neuragic, and Mental Affections. By Charles Porter Hart, m. d. Illustrated. For use of students and practitioners.	Birmingham & Co.....	.....do.....	12mo.....	56	Paper,
Guide to the Clinical Examination of Patients and the Diagnosis of Disease. By Richard Hagen, m. d. Translated from second revised and enlarged edition. By G. E. Gramm, m. d.	.....do.....	.....do.....	12mo.....	223	1 25
Insanity and its Treatment. By Samuel Worcester, m. d. Lectures before the Boston University School of Medicine, 1879-1881.	.....do.....	.....do.....	8vo.....	462	3 50
Ophthalmic Therapeutics. By George S. Horton, m. d. Second edition, rewritten and revised.	.....do.....	.....do.....	8vo.....	342	2 50
Special Pathology and Diagnostics, with Therapeutic Hints. By C. G. Raue, m. d. Second edition, rewritten and enlarged.	.....do.....	.....do.....	8vo.....	1072	7 00
Treatise on Diseases Peculiar to Infants and Children. By W. A. Edmonds, m. d. Text book for students and reference book for practitioners.	.....do.....	.....do.....	8vo.....	12+9-300	2 50

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	1	Name of publisher.	2	Place of publication.	3	Size of book.	4	Number of pages.	Price.
<b>MEDICINE AND SURGERY—Continued.</b>									
The Human Body: A account of its Structure and Activities and the Conditions of its Healthy Working. By H. Newell Martin. Illustrated.		Henry Holt & Co.		New York, N. Y.		12mo.		16+621+34	\$2 75
The Cure of Diptheria by Biochemic Treatment. By W. H. Schüssler. Edited and translated by M. Docetti Walker.		Gavin Houston		do.					
Handbook of Urinary Analysis: Chemical and Microscopical. By Frank M. Deems, M. D. For use of physicians, medical students, and clinical assistants.		Industrial Publishing Co.		do.		12mo.			25
Veterinary Medicine. By Finlay Dm. New issue.		William R. Jenkins		do.		8vo.		598	3 50
Veterinary Obstetrics. By George Fleming.		do.		do.		8vo.		772	6 00
Manual of the Practice of Medicine. By Henry C. Moir, M. D. For use of students and the general practitioner.		Henry C. Moir, M. D.		do.		12mo.		453	2 50
Anatomical Plates arranged as a companion volume for "The Essentials of Anatomy." 124 plates. By Ambrose L. Ranney, M. D.		G. P. Putnam's Sons.		do.		4to.			3 00
The Anatomist. Third edition, revised and enlarged. Illustrated.		do.		do.		16mo.		400	1 75
Animal Physiology for Schools. By J. M. Fothergill, M. D. Illustrated.		do.		do.		10mo.		75	1 75
Manual of the Diseases of the Eye and Ear. By W. F. Mitterdorf, M. D. Illustrated and colored plates.		do.		do.		8vo.			4 00
A Manual of Midwifery. By Alfred Meadows, M. D., and Albert J. Venn, M. D. Fourth edition, revised and enlarged. Illustrated.		do.		do.		16mo.		498	2 50
Practical Normal Histology. By T. M. Prudden, M. D.		do.		do.		16mo.			1 25
Sensation and Pain. By Charles Fayette Taylor, M. D.		do.		do.		16mo.		2+77	75
Student's Aid Series:									
Diagnosis, Part I. Semiology. By Dr. J. M. Fothergill.		do.		do.		16mo.		61	50
Diagnosis, Part II. Physical. By J. G. Thorowgood, M. D.		do.		do.		16mo.		75	50
Diagnosis, Part III. What to Ask. By Dr. J. M. Fothergill.		do.		do.		16mo.			50
The Human Voice and Connected Parts. By J. Farrar. Illustrated.		Scribner & Welford.		do.		12mo.		256	1 40
Treatise on the Diseases of the Ox. By John Henry Steele. Especially adapted to veterinary practitioners and students. 118 illustrations.		John Wiley & Sons		do.		8vo.		500	6 00
Anatomical Studies upon the Brains of Criminals. By Moritz Benedikt. From the German. By E. P. Fowler, M. D.		William Wood & Co.		do.		8vo.		185	1 50
Artificial Anesthesia and Anæsthetics. By Henry Lyman.		do.		do.		8vo.		7+338	1 25
Lectures on Electricity in its Relations to Medicine and Surgery. By A. D. Rockwell, M. D.		do.		do.		8vo.		122	1 25
Lectures on the Diagnosis and Treatment of Diseases of the Chest, Throat, and Nasal Cavities. By E. Fletcher Ingals, M. D. Illustrated.		do.		do.		8vo.		437	4 00
Manual for the Physiological Laboratory. By Vincent Harris, M. D., and D'Arcy Power.		do.		do.		12mo.		124	1 00
Manual of Diseases of the Throat and Nose. By Francko H. Bosworth, M. D.		do.		do.		8vo.		427	3 25
A Manual of Histology. Edited by Thomas E. Satterthwaite, M. D. Illustrated.		do.		do.		8vo.		478	4 50



Practical Treatise on Nasal Catarrh. By Beverly Robinson, M. D. Illustrated.	do	do	8vo	1 75
Practical Treatise on the Medical and Surgical Uses of Electricity. By George M. Beard, M. D., and A. D. Rockwell, M. D. Third edition, revised. Illustrated.	do	do	8vo	5 50
Supplement to Ziesssen's Cyclopædia of the Practice of Medicine. Edited by George L. Peabody.	do	do	8vo	6 00
The Chemistry of Medicines. By J. W. Lloyd. Second edition. Illustrated. Text and reference book for students, physicians, and pharmacists.	Robert Clarke & Co.	Cincinnati, Ohio	12mo.	2 75
Lectures on the Pathological Anatomy of the Nervous System. By J. M. Charcot. Translated from the reports by Dr. E. Brissaud, in the Progrès Médical, by Cornelius G. Conery, M. D. Illustrated.	P. G. Thomson	do	8vo	1 75
The Bones and Joints: Their Diseases and Treatment. By C. Macnamara. Second edition.	do	do	12mo.	12+165
On Cancer: Its Allies and other Tumors, with Special Reference to Treatment. By F. Albert Purcell, M. D.	P. Blakiston, Son & Co.	Philadelphia, Pa	12mo.	4 25
The Cell Doctrine: Its History and Present State. By James Tyson. Second edition. Illustrated.	do	do	8vo	3 75
Chemical Analysis of the Urine. By John Marshall, M. D., and Edgar F. Smith. Illustrated.	do	do	12mo.	2 00
Diagnosis of Diseases of the Spinal Cord. By W. R. Gowers, M. D. Second edition, with additions and illustrations.	do	do	12mo.	1 00
Diagrams of the Nerves of the Human Body. By Wm. Henry Flower. Third edition.	do	do	8vo	1 50
Diseases of Children. By William Henry Day, M. D. Second edition, rewritten and enlarged. For practitioners and students.	do	do	4to	3 00
Elements of Practical Medicine. By Alfred H. Carter, M. D.	do	do	8vo	5 00
Eyesight, Good and Bad. By R. B. Carter. Second edition. Illustrated.	do	do	12mo.	3 00
German-English Dictionary of Words and Terms Used in Medicine and Its Cognate Sciences. By Fancourt Barnes, M. D.	do	do	12mo.	3 00
Hand Book of Physiology. By William Scmhouse Kirkes. Edited by W. Morrant Baker. Tenth edition, with 420 illustrations.	do	do	8vo	5 00
Illustrations of Clinical Surgery. By J. Hutchinson. Part XIV.	do	do	do	2 50
The Laryngoscope. A Guide to Its Use in General Practice. By Gordon Holmes.	do	do	1 00	1 00
A Manual for Hospital Nurses and Others engaged in attending on the Sick. By Edward J. Donville. New edition.	do	do	16mo.	75
Manual of the Physical Diagnosis of the Diseases of the Heart, Including Use of Sphygmograph and Cardiograph. By Arthur E. Sansom, M. D. Third edition. Illustrated.	do	do	12mo.	2 50
The Mental Culture and Training of Children. By Fye Henry Chavasse. New edition.	do	do	12mo.	1 00
Metric Prescription-Book. Aid in Metric Prescription Writing. By Oscar Oldberg.	do	do	12mo.	1 50
The Microscope and Its Revelations. By Wm. B. Carpenter, M. D. Sixth edition, 26 plates and illustrations.	do	do	8vo	5 50
Modern Midwifery. By Rodney Gilsan, M. D. A text book of American practice. Illustrated.	do	do	8vo	4 00
Pharmacopæia of the Hospital for Diseases of the Throat and Chest. Fourth edition, enlarged.	do	do	do	1 25
A Pocket Book of Physical Diagnosis, for the Student and Practitioner. By Edward T. Bruen, M. D.	do	do	16mo.	2 00

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.		Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2					
MEDICINE AND SURGERY—Continued.						
Practical Anatomy. By C. Heath. Fifth edition. With plates and engravings.		P. Blakiston, Son & Co.	Philadelphia, Pa.	12mo.	5	\$5 00
Practical Guide to the Examination of Urine. By Ja. Tyson, M. D. Third edition. Illustrations and colored plates. For use of physicians and students.				12mo.	6	1 50
Practical Histology and Pathology. By Heneage Gibbs.				12mo.	542	1 00
A Practical Manual of the Diseases of Children. By Edward Ellis, M. D. Fourth edition, revised and enlarged.				12mo.	4+682	3 50
The Practice of Medicine and Surgery Applied to the Diseases and Accidents Incident to Women. By W. H. Byford, M. D. Third edition, revised and rewritten; 104 illustrations.				8vo.	57	5 00
Refraction of the Eye, Its Diagnosis and the Correction of Its Errors, with Chapter on Keratotomy. By A. Stanford Morton.				16mo.	154	1 00
The Skin in Health and Disease. By L. Duncan Bulkley. New edition.				24mo.	3—148	30
Students' Guide to Medical Case-Taking. By Francis Warner, M. D.				12mo.	228	1 75
Unofficial Pharmacopœia. By Oscar Oldberg. Supplement to the Pharmacopœia of United States.				12mo.	504	3 50
Differential Diagnosis; Manual of the Comparative Semiology of the more important Diseases. By T. de Havilland Hall, M. D. Second American edition with additions. Edited by Frank Woodbury, M. D.				D. G. Brinton	do	8vo.
Hydrophobia. Monograph for the profession and the public. By Horatio R. Bigelow, M. D.		do	do	8vo.	154	1 00
Lessons in Gynecology. By William Goodell. Second edition, revised and enlarged. Illustrated.		do	do	8vo.	4 00	4 00
Manual of Ophthalmic Practice. By Henry S. Schell, M. D. Illustrated.		do	do	8vo.	263	2 00
Principles and Methods of Therapeutics. From the French of Adolphe Guibier.		do	do	8vo.	445	4 00
The Therapeutics of Gynecology and Obstetrics. Edited by William B. Atkinson, M. D. Comprising the medical, dietetic, and hygienic treatment of diseases of women. Second edition, revised and enlarged.		do	do	8vo.	571	4 00
Diseases of the Nervous System, especially in Women. By S. Weir Mitchell, M. D. Five plates.		Henry C. Lea's Son & Co	do	12mo.	250	1 75
Essentials of the Principles and Practice of Medicine. By Henry Hartsborne, M. D. Illustrated. Fifth edition, revised.		do	do	8vo.	669	2 75
Introduction to Pathology and Morbid Anatomy. By T. Henry Green, M. D. Fourth American edition, from fifth revised and enlarged English edition.		do	do	8vo.	347	2 25
Landmarks, Medical and Surgical. By Luther Holden and James Shuter. From third English edition, with additions by William W. Keen.		do	do	12mo.	148	1 25
Nervous Diseases, Their Description and Treatment. By Allan McLane Hamilton, M. D. Second edition.		do	do	8vo.	598	4 00

A Practical Treatise on Electricity in Its Applications to Medicine. By Roberts Bartholow, M.D. Illustrated.	.....do.....	8vo.....	300	2 50
Practice of Surgery. By Thomas Bryant. Third American edition, from third revised and enlarged English edition. Edited by John B. Roberts, M.D. 767 illustrations.	.....do.....	8vo.....	1012	6 50
A System of Surgery, Theoretical and Practical. By various authors. Edited by Timothy Holmes. American edition, revised by John H. Packard, M.D., and others. Illustrations and colored plates. Complete in 3 volumes. Vols. 1 and 2.	.....do.....	Ea. 8vo.....	1007; 1063	α18 00
Treatise on the Diseases of Infancy and Childhood. By J. Lewis Smith, M.D. Fifth edition, revised. Illustrated.	.....do.....	8vo.....	836	4 50
Atlas of Histology; with explanatory text. By E. Klein, M.D., and E. Noble Smith. 48 colored plates.	.....do.....	4to.....	.....	20 00
Atlas of Skin Diseases. Part IX. By Louis A. Duhring, M.D. With 4 full-page plates.	.....do.....	Roy. 4to.....	.....	2 50
Descriptive Atlas of Anatomy. 92 plates.	.....do.....	4to.....	.....	7 50
Fever; Study in Morbid and Normal Physiology. By H. C. Wood, M.D.	.....do.....	8vo.....	.....	2 50
Medical Diagnosis, with Special Reference to Practical Medicine. By J. M. Da Costa, M.D. Fifth edition, revised and enlarged. Illustrated.	.....do.....	8vo.....	.....	6 00
Practical Treatise on Diseases of the Skin. By Louis A. Duhring. Second edition revised and enlarged. Illustrated.	.....do.....	8vo.....	.....	6 00
The Principles and Practice of Surgery. By D. Hayes Agnew, M.D. Vol. 2. 791 illustrations.	.....do.....	8vo.....	1070	7 50
A System of Oral Surgery. By Ja. D. Garretson, M.D. New edition, revised, with additions. Plates and illustrations.	.....do.....	8vo.....	.....	8 00
A Text-Book of Practical Histology. By William Stirling, M.D. With 30 outline plates, 1 colored plate, and 27 illustrations.	.....do.....	4to.....	186	4 50
Compend of Anatomy. By John B. Roberts, M.D. For use in the dissecting room and in preparing for examinations. Second edition, revised.	.....do.....	10mo.....	193	1 25
The Sympathetic Nerve, Its Relations to Diseases. By C. V. Chapin, M.D.	.....do.....	8vo.....	90	1 25
MUSIC.				
(See Archaeology, Fine Arts, and Music.)	.....do.....	.....do.....	.....do.....	.....do.....
NATURAL HISTORY.				
Slack's Course in Natural History.	.....do.....	.....do.....	.....do.....	.....do.....
Herbarium Sheets. By R. H. Holbrook	.....do.....	.....do.....	.....do.....	.....do.....
Plant Record. By R. H. Holbrook	.....do.....	.....do.....	.....do.....	.....do.....
Birds of Eastern North America. By C. T. Maynard. With original description of all the species which occur east of the Mississippi River. 32 colored lithographic plates.	.....do.....	.....do.....	.....do.....	.....do.....
Contributions to the History of the Development of the Human Race. By Lazarus Geiger. From the German, by D. Asher.	.....do.....	8vo.....	.....	2 50
Insects; How to Catch and How to Prepare Them for the Cabinet. By Walter P. Manton. A manual of instruction for the field naturalist. Illustrated.	.....do.....	10mo.....	3—32	50
New England Bird Life. Revised and edited from the MSS. of Winifred A. Stearns and Elliott Cones. Part I: Osceles. Illustrated.	.....do.....	8vo.....	2+324	2 50
Taxidermy Without a Teacher. By Walter P. Manton	.....do.....	.....do.....	.....	50

α Complete work.

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	1	Name of publisher.	2	3	Size of book.	4	Number of pages.	5	Price.	6
NATURAL HISTORY.—Continued.										
The Botanical Collector's Hand-Book. By W. Whitman Bailey. Illustrated. Descriptive Anatomy of the Domestic Cat. By Henry S. Williams. With 13 plates.			George A. Bates	Salem, Mass.	12mo.		16+139		\$1 50 4 00	
Manual of American Sea Mosses. By Rev. A. E. Hervey. Colored plates.			do	do	12mo.		300		2 00	
The Marine Algae of New England. By W. G. Farlow. 15 plates.			do	do	12mo.				1 50	
Botanical Hand-book of Common Local English; Botanical and Pharmacopoeical Names of Most of the Crude Vegetable Drugs, etc., in Common Use; Their Properties, Productions, and Uses. By A. C. Hobbs			A. C. Hobbs.	Somerville, Mass.	12mo.				2 00	
Animal Life as Affected by the Natural Conditions of Existence. By Karl Seuser. 2 maps and 106 illustrations.			D. Appleton & Co.	New York, N. Y.	12mo.		16+472		2 00	
The Formation of Vegetable Mould through the Action of Worms, with Observations on their Habits. By Charles Darwin.			do	do	12mo.		10+326		1 50	
Power of Movement in Plants. By Charles and Francis Darwin. Illustrated.			do	do	12mo.		10+592		2 00	
A World of Wonders; or, Marvels in Animate and Inanimate Nature. Illustrated.			do	do	8vo.		496		2 00	
Insect Variety; Its Propagation and Distribution. By A. H. Swinton.			Cassell, Petter, Galpin & Co.	do					5 00	
Pictures of Bird Life in Pen and Pencil. By Rev. W. G. Watkins. Illustrated by Giacomelli.			do	do					7 50	
Island Life; or, the Phenomena and Causes of Insular Faunas and Floras. By Alfred Russel Wallace. Including a revision and attempted solution of the problem of geological changes. Illustrations and maps.			Harper & Bros.	do	8vo.		16+522		4 00	
Hand-book of Plants. By Peter Henderson.			Peter Henderson & Co.	do	8vo.		411		2 00	
Catalogue of the Diatomaceæ, with References to the Published Descriptions and Figures. By F. Habirshaw. Edited by Romyn Hitchcock. In 4 parts. Part I.			R. Hitchcock	do	4to.		22+58		1 25	
Synopsis of the Fresh-Water Rhizopods. Compiled by Romyn Hitchcock. Founded upon Prof. Jos. Leidy's Fresh-Water Rhizopods of North America.			do	do	12mo.		8+56		75	
Botany: Outlines of Morphology, Physiology, and Classification of Plants. By William Ramsay McTear, M.D. Specially revised for American students by C. E. Bessey. Illustrated.			Henry Holt & Co.	do	16mo.		10+400		1 00	
Butterflies, Their Structure, Changes, and Life-Histories. By Samuel H. Scudder. With appendix of practical instructions. Illustrated.			do	do	8vo.		10+332		3 00	
Zoology for students and general readers. By A. S. Packard. Volume 2. Alphabet of the Principles of Agriculture. By Henry Tanner.			do	do	12mo.				3 00	
First Lessons in Practical Botany. By G. T. Betany.			Macmillan & Co.	do	16mo.		46		15	
Hand-book of Vertebrate Dissection. By H. Newell Martin and A. Moale. Part I: How to Dissect a Chelonian.			do	do	12mo.		8+103 6+91		30 75	
Royal Natural History Readers: No. I. The Animals Around Us. Illustrated.			Thomas Nelson & Sons	do	16mo.		3-128		75	



The New Illustrated Natural History. By Rev. J. G. Wood. With designs by Wolf, Zwecker, Weir, Coleman, Harvey, and others. Engraved by the Brothers Dalziel.	George Routledge & Sons	8vo	6+795	4 00
The Cat. An Introduction to the Study of Back-Boned Animals, especially Mammals. By St. George Mivart. 200 illustrations.	Charles Scribner's Sons	8vo	600	3 50
Biological Atlas. A Practical Guide to Plants and Animals. By D. and A. N. McAlpine. 423 colored figures and diagrams.	Scribner & Welford	Demy 4to		3 00
Zoological Atlas. Including Comparative Anatomy. By D. McAlpine. With 231 colored figures and diagrams. Vertebrata.	do	Obi. 4to		4 20
The Theory of Horticulture. By J. Lindley. With additions by A. J. Downing. New issue.	John Wiley & Sons	12mo		1 50
Life-History of Our Planet. By William D. Gunning. Illustrated by Mary Gunning.	R. Worthington	8vo	368	1 50
Systematic Plant Record. By L. M. Underwood. For use of classes in Botany.	C. W. Bardeen	7 x 8½	52	30
Our Native Ferns and How to Study Them. By Lucien M. Underwood. With synoptical description of the North American species. Illustrated.	Robert Clarke & Co	12mo	116	1 00
The Honey Ants of the Garden of the Gods and the Occident Ants of the American Plains. By Henry C. McCook, D.D. Illustrated with 13 plates.	J. B. Lippincott & Co	8vo	188	2 50
PHILOSOPHY AND LOGIC.				
Empirical Psychology; or, The Human Mind as Given in Conscience. By Laurens P. Hickok, D. D. Revised with the cooperation of Julius H. Seelye, D. D.	Ginn, Heath & Co	12mo		1 30
History of Materialism and History of Its Present Importance. By Frederic Albert Lange. Authorized translation by Ernest Chester Thomas. In 3 volumes. Vol. 3.	Houghton, Mifflin & Co	8vo	13+376	3 50
The Philosophy of Carlyle. By Edwin D. Mead	do	16mo	148	1 00
Illusions: A Psychological Study. By Ja. Sully	D. Appleton & Co	12mo	12+372	1 50
Conduct of the Understanding. By John Locke. Edited with introductory notes, etc., by Thomas Fowler.	Macmillan & Co	16mo	24+136	50
Critique of Pure Reason. By Immanuel Kant. Translated by E. Max Müller, with historical introduction by Ludwig Nothe. 2 volumes.	do	8vo	{ 62+510 31+735 }	9 00
Kant and His English Critics: Comparison of Critical and Empirical Philosophy. By John Watson.	do	8vo	12 1402	4 00
Materialism, Ancient and Modern. By a late Fellow of Trinity College, Cambridge.	do	12mo	43	75
The Metaphysics of the School. By Thomas Harper. Vol. 2.	do	8vo	28+757	5 00
Sketch of Ancient Philosophy from Thales to Cicero. By Jos. B. Mayor	do	16mo	16+251	90
Zesthetics; or, The Science of Beauty. By John Bascom	G. P. Putnam's Sons	12mo		1 50
The New Ethics; or, The Moral Law of Use. By Frank Sewall	do	Sq. 8vo	72	1 00
Science of Mind. By John Bascom	do	8vo		2 00
A Text book to Kant. The critique of pure reason; aesthetic, categories, schematism, translation, commentary, index; with biographical sketch. By James Hutchinson Sterling.	do	8vo		6 00
The Law of Love and Love as a Law; or, Christian Ethics. By Mark Hopkins, D. D. Revised edition.	Charles Scribner's Sons	12mo	20+384	1 75
Outline Study of Man. By Mark Hopkins Revised edition	do	12mo		1 75

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
PHILOSOPHY AND LOGIC—Continued.					
Seneca and Kant; or, An Exposition of Stoic and Rationalistic Ethics, with a Comparison and Criticism of the two Systems. By Rev. W. T. Jackson. Practical Logic; or, The Art of Thinking. By D. S. Gregory, D. D. ....	United Brethren Publishing House. Eldridge & Bro. ....	Dayton, Ohio Philadelphia, Pa. ....	12mo. 12mo. ....	109 218	\$1 00 1 15
PHYSICS.					
(See Mechanics and Physics.)					
POLITICAL AND SOCIAL SCIENCE.					
Cyclopedia of Political Science, Political Economy, and of the Political History of the United States. Edited by John J. Lalor. In 3 volumes. Vol. I. Application—Duty.	Rand, McNally & Co. ....	Chicago, Ill. ....	Folio ....	8+847+2	6 00
A Brief Outline of Governments, with Notes on their Constitutions. Compiled by Samuel Pfrimmer. Second edition.	Normal Publishing House ....	Danville, Ind. ....	32mo. ....	45	Paper, 10
The Republic of Republics; or, American Federal Liberty. By P. C. Centz. Fourth edition.	Little, Brown & Co. ....	Boston, Mass. ....	8vo. ....	.....	3 50
Theory of Our National Existence, As Shown by the Action of the Government of the United States since 1801. By John C. Hund.	do. ....do. ....	do. ....do. ....	8vo. ....	.....	3 50
Treatise on Citizenship, by Birth and by Naturalization. By Alexander Porter Morse.	do. ....do. ....	do. ....do. ....	8vo. ....	28+385	4 00
Social History of the Races of Mankind. By A. Featherman. Fifth division: Aryans.	James R. Osgood & Co. ....	do. ....do. ....	8vo. ....	630	5 00
Descriptive Sociology; or, Groups of Sociological Facts. Classified and arranged by Herbert Spencer. No. 7, Division II, Part II. B. Hebrews and Phœnicians.	D. Appleton & Co. ....	New York, N. Y. ....	Large folio ..	.....	4 00
Elements of Economics. By Henry Dunning Macleod. In 2 volumes. Vol. I. Conspectus of the History of Political Parties and the Federal Government. By Walter Houghton.	do. ....do. ....	do. ....do. ....	12mo. 4to. ....	22+415	1 75 5 00
Guide to the Study of Political Economy. By Luigi Cossa. From second Italian edition, with preface by W. Stanley Jevons.	Macmillan & Co. ....	do. ....do. ....	12mo. ....	.....	1 25
The Statesman's Year Book: Statistical and Historical Annual of the States of the Civilized World for 1881. By Frederic Martin.	do. ....do. ....	do. ....do. ....	12mo. ....	36+784	3 00
Society of Political Economy's Publications:					
I. Political Economy Bibliography.	G. P. Putnam's Sons ....	do. ....do. ....	8vo. ....	.....	25
II. Subjects and Questions pertaining to Political Economy. Constitutional Law, the Theory and Administration of Government, and Current Politics.	do. ....do. ....	do. ....do. ....	8vo. ....	6+24	Paper, 10
IV. The Usury Laws.	do. ....do. ....	do. ....do. ....	8vo. ....	.....	25
Chinese Immigration in its Social and Economical Aspects. By George F. Seward.	Chas. Scribner's Sons. ....	do. ....do. ....	8vo. ....	16+420+1	Paper, 2 50

The Origin of Nations. By George Rawlinson. With maps. Principles of Political Economy with some of their Applications to Social Philosophy. By John Stuart Mill. People's edition. A Critical Review of American Politics. By Charles Reemelin. Miscellaneous Writings of Francis Lieber. 2 volumes. Vol. 1. Reminiscences, Addresses, Essays; with portrait. Vol. 2. Contributions to Political Science.	do do Cincinnati, Ohio Philadelphia, Pa. do	12mo 12mo 8vo 8vo do	164+283 600 3 00 6 00
(See General Science.)			
SCIENCE.			
THEOLOGY.			
New Testament. Comparative edition, embracing the old and revised versions arranged in parallel columns.			
Revised New Testament. Printed for the Universities of Oxford and Cambridge.			
Essays on Theology and Philosophy. By W. B. Carson, D. D.			
A Short History of the Bible. By Bronson C. Keeler.	Atlanta, Ga.	8vo	94
Nineteen Christian Centuries in Outline. By Louis O. Thompson. Guide to honest study, for home reading and library clubs. With introduction by J. H. Miller, D. D.	Chicago, Ill.	Sq. 16mo 12mo	2+126 379
Problems of Creation. By J. Stanley Grimes.	do	12mo	4+58+207
History of the Christian Religion to the Year 200. By Charles B. Waite.	do	8vo	470
Study of the Pentateuch. For popular reading. By Rufus P. Stebbins. Inquiry into the age of the so-called Books of Moses, with an introductory examination of recent Dutch theories as represented by Dr. Kuenen's "Religion of Israel."	Boston, Mass.	12mo	253
The Essence of Christianity. By Ludwig Feuerbach. From the second German edition, by George Eliot.	do	8vo	3 00
Index to Neander's General History of the Christian Religion and Church. The Religions of India. By A. Barth. Authorized translation by Rev. J. Wood.	do	8vo	3 00
History of Christianity. By John S. C. Abbott. New issue. Map and illustrations.	do	8vo	5 00
The Story of the Manuscripts. By Rev. George E. Merrill.	do	12mo	2 00
A History of Presbyterianism in New England. By Alexander Blaikie, D. D.	do	12mo	1 00
Events and Epochs in Religious History. By James Freeman Clarke. Illustrated.	do	12mo	3 00
Of the Imitation of Christ. By Thomas à Kempis. Illustrated.	do	16mo	2 50
Christ and Modern Thought. Boston Monday Lectures.	do	16mo	2 50
Treasury of the Psalter. Compiled by Rev. George P. Huntington and Rev. Henry A. Metcalf. With preface by Bishop of Central New York.	do	16mo	1 25
Lectures on the New Testament. By Drs. Storrs, Hall, Taylor, etc.	do	Nar. 16mo	24+590
The Fathers of the Third Century. By Rev. George A. Jackson. Second volume of the "Early Christian Literature Primers," edited by Prof. George Park Fisher, D. D.	New York, N. Y.	12mo	360
Luke: Gospel History, and Acts of the Apostles. With notes, critical, explanatory, and practical. By Rev. Henry Cowles, D. D.	do	16mo	211
Matthew and Mark. With notes, critical, explanatory, and practical. By Rev. Henry Cowles.	do	12mo	2 00
The Old Testament in the Jewish Church. Twelve lectures on Biblical criticism, with notes. By W. Robertson Smith, M. A.	do	12mo	1 75

TABLE XXIV. — *Publications, educational, historical, &c., for 1881, &c.* — Continued.

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
THEOLOGY — Continued.					
Scotch Sermons, 1880. Monumental Christianity. By John P. Linndy. Second edition.	D. Appleton & Co.	New York, N. Y.	12mo.	345	\$1 25
History of the Reformation of the Sixteenth Century. By J. H. Merle d'Aubigné, d. d. 5 volumes in 1 volume.	J. W. Bouton.	do	8vo.	18+460	7 50
Relations of Science and Religion. By Henry Calderwood. Illustrated. Companion to the Revised Version of the New Testament. By Alex. Roberts, d. d. Authorized edition.	do	do	12mo.	22+867	1 00
Mosaics; or, The Harmony of Collect, Epistle, and Gospel for the Sundays of the Christian Year. By Wm. Crosswell Doane, d. d.	(Cassell, Pottier, Galpin & Co.	do	12mo.	14+9+323	1 75
Studies on the English Reformation. By Rev. J. Williams.	J. K. Funk & Co.	do	16mo.	8+213	75
The American Version of the Revised New Testament. Edited by Rev. Roswell D. Hitchcock, d. d. LL. d.	E. P. Dutton & Co.	do	12mo.	6+468	1 75
The Gospel History. Edited by James R. Gilmore and Lyman Abbott, d. d. With notes, original and selected, indexes of texts and topics.	do	do	12mo.	288	1 25
Yale Lectures on Preaching. By Henry Ward Beecher. Delivered before the theological department of Yale College. 1st, 2d, and 3d series. 3 volumes in 1 volume. New edition.	Fords, Howard & Hulbert.	do	8vo.	Cloth,	1 00
Analytical Biblical Treasury. By Robert Young LL. d.	do	do	16mo.	837	1 75
Analytical Concordance to the Bible. By Robt. Young. Revised and authorized edition.	do	do	12mo.	947	2 00
Biblical Notes and Queries. By Robert Young LL. d.	I. K. Funk & Co.	do	4to.	4+1090	4 00
A Critical and Exegetical Commentary on the Book of Exodus. By James G. Murphy, d. d. With preface and notes by Dr. John Hall.	do	do	4to.	4 00	4 00
Commentary on the Gospel of St. Luke. By F. Godet. From the second French edition by E. W. Staeders and M. D. Cusin. With preface and notes to American edition by John Hall, d. d.	do	do	Roy. 8vo	400	3 00
Culture and Religion in Some of Their Relations. By J. C. Shairp.	do	do	8vo.	10+574	2 50
The Gospel of Mark, with Marginal Passages Printed at Length. From Teachers' Edition of Revised New Testament.	do	do	8vo.	85	Paper,
Popular History of English Bible Translations. Revised by Thomas J. Conant, d. d. In 2 parts.	do	do	8vo.	29+62	50
Suggestive Commentary on St. Luke, with Critical and Homiletical Notes. By W. H. Van Doren, d. d. Edited by James Kernahan. New edition, enlarged. 4 volumes.	do	do	8vo.	25	Each,
Teachers' edition of the New Testament, Translated out of the Greek; being the version set forth 1611, compared with the most ancient authorities and revised 1881.	do	do	8vo.	1100	Paper,
Young's New Version of the Holy Bible. Translated according to the Letter and Idioms of the Original Languages. By Robert Young LL. d.	do	do	8vo.	20+281+69	3 00
Christian Institutions. By Arthur Penrhyn Stanley, d. d.	do	do	12mo.	4 00	50
	Harper & Bros.	do			



Cyclopedia of Biblical, Theological, and Ecclesiastical Literature. By Rev. John McClintock, and James Strong. Vol. 9. Illustrated.	.....do	8vo	.....	5 00
New Testament on the Original Greek. Text revised by Brooke Foss Westcott, D. D., and Fenton J. Hort, D. D. American edition, with introduction by Philip Sadler, D. D.	.....do	12mo	.....	2 0
The Bible and Science. By T. Lander Brunton, M. D.	.....do	12mo	.....	2 50
A New Anatomy of Seven Revealed Religion and the Course and Constitution of Man. By G. Cellarius.	.....do	8vo	.....	2 00
Sermons Preached in a College Chapel. By J. R. Illingworth. With appendix. Sermons on the Atonement of the Three So-Called Poetical Books of the Old Testament—Psalms, Proverbs, and Job. By William Wickes. Appendix containing the treatise assigned to K. J. chuda Ben-Bil'am on the same subject in the original Arabic.	.....do	16mo	.....	1 50
The Greek Testament. With the readings adopted by the revisers of the authorized version. Oxford, Clarendon Press.	.....do	8vo	.....	1 10
Commentary on the Old Testament. Edited by D. D. Whedon. Vol. 6: Book of Job, by J. K. Burr; Book of Proverbs, by W. W. Hunter; Book of Ecclesiastes and of Solomon's Songs, by A. B. Hyde.	.....do	16mo	.....	1 75
Compendium of Christian Theology. By William Bart Pope, D. D. 3 volumes. Key to the Apostolic age; or, Revelation of Jesus Christ to St. John in the Isle of Patmos. By Rev. Alfred Brunson.	.....do	8vo	.....	8 25
Problem of Religious Progress. By Daniel Dorehester, D. D. Illustrated with diagrams.	.....do	16mo	.....	1 00
Thoughts on the Holy Gospels. How they came to be in manner and form as they are. By Francis W. Upham, LL. D.	.....do	12mo	.....	2 00
What Noted Men Think of Christ. By L. T. Townsend, D. D. (Chautauqua text book, No. 31.)	.....do	12mo	.....	1 25
Hours with the Bible; or, Scriptures in the Light of Modern Discovery and Knowledge. By Cunningham Gellie, D. D.	.....do	24mo	.....	Paper, 10
I. Creation to Patriarchs. Illustrated	.....do	.....	.....	79
II. Moses to the Judges. Illustrated	.....do	.....	.....	500
III. Samson to Solomon. With 16 engravings	.....do	.....	.....	500
Natural Theology. By John Bascom	.....do	.....	.....	500
The Biblical Museum. By James Comper Gray. A collection of notes, explanatory, homiletic, and illustrative, on the Holy Scriptures. Vol. 6, Book of Psalms. Vol. 7, Proverbs, Ecclesiastes, Song of Solomon.	.....do	.....	.....	500
The Chief End of Revelation. By Alex. Balmain Bruce, D. D.	.....do	.....	.....	306
Co-operative Revision of the New Testament. Notes of the method and progress of the work, and of the share of the American Committee therein. By Alfred Lee.	.....do	.....	.....	Each, 1 25
Lectures in Defence of the Christian Faith. By F. Godet. Translated by W. H. Lyttleton.	.....do	.....	.....	278
The Mosaic Era: A Series of Lectures on Exodus, Leviticus, Numbers, and Deuteronomy. By John Monro Gibson, D. D.	.....do	.....	.....	72
Suggestive Thoughts on Religious Subjects. Dictionary of quotations and select passages from best writers, ancient and modern. Compiled by H. Southgate.	.....do	.....	.....	320
The Bible Commentary. Romans to Philemon. Vol. III of the New Testament. Edited by F. C. Cook.	.....do	.....	.....	14+359
Chaldean Account of Genesis. By George Smith. New edition, revised and corrected, with additions by A. H. Sayce. Illustrated.	.....do	.....	.....	20+447
The Bible. Commentary. Romans to Philemon. Vol. III of the New Testament. Edited by F. C. Cook.	.....do	.....	.....	8+844
Chaldean Account of Genesis. By George Smith. New edition, revised and corrected, with additions by A. H. Sayce. Illustrated.	.....do	.....	.....	24+337

TABLE XXIV.—*Publications, educational, historical, &c., for 1881, &c.—Continued.*

Name of book and author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
THEOLOGY—Continued.					
Christian Institutions: Essays on Ecclesiastical Subjects. By Arthur Penrhyn Stanley, D. D.	Chas. Scribner's Sons	New York, N. Y.	8vo	14+396	\$2 50
Same. Students' edition	do	do	8vo		75
International Revision Commentary on the New Testament. Edited by Philip Schaff, D. D. Based upon the revised version of 1881, by English and American scholars and members of the revision committee. Vol. 2: The Gospel of Mark. Explained by Matthew B. Riddle, D. D.	do	do	16mo	14+243	1 00
The Origin and Growth of Religion. By F. Max Müller. New edition	do	do	Cr. 8vo		2 00
The Orthodox Theology of To-day. By Newman Smyth.	do	do	12mo		1 25
The Person of Christ. By Philip Schaff, D. D.	do	do	12mo		1 00
Religions of China: Confucianism and Taoism Described and Compared with Christianity. By James Legge.	do	do	12mo	12+308	1 50
Science of Religion. By F. Max Müller. New edition.	do	do	Cr. 8vo		2 00
The Theory of Preaching: Lectures on Homiletics. By Austin Phelps, D. D.	do	do	8vo	18+610	2 50
The Apocryphal Gospels, and Other Documents relating to the History of Christ. Translated, with notes, etc. By B. H. Cowper.	Scribner & Welford	do	Cr. 8vo		2 50
Clark's Foreign Theological Library:	do	do			
1. Christian Ethics. Special Part: Individual Ethics. By Dr. H. Martensen.	do	do	8vo		3 00
2. Hagenbach's History of Christian Doctrines. Vol. 3	do	do	8vo		3 00
3. Godet On Romans. Vol. 2	do	do	8vo		3 00
4. Dornier's System of Christian Doctrine. Vol. 2	do	do	8vo		3 00
Meyer's Commentaries. New volumes:	do	do			
1. The Epistles of Peter and Jude	do	do	8vo		3 00
2. The Pastoral Epistles	do	do	8vo		3 00
Old Testament, History of Redemption. By Franz Delitzsch. Translated by Samuel Ives Curtiss.	do	do	12mo		1 80
Notes on Daniel. By Albert Barnes, D. D. New issue.	R. Worthington	do	12mo	450	1 50
Notes on Isaiah. By Albert Barnes, D. D. New issue. 2 vols.	do	do	12mo	900	3 00
Notes on Job. By Albert Barnes, D. D. New issue. 2 vols.	do	do	12mo	850	3 00
Commentary on the Gospel of Mark. Embracing the authorized version of 1881 and the revised version of 1881. By Reverend F. Weidner.	Brobst, Diehl & Co.	Allentown, Pa.	12mo	309	1 25
Anglo-American Bible Revision: Its Necessity and Purpose. By members of the American Bible Revision Committee. Fourth revised edition.	American Sunday-School Union.	Philadelphia, Pa.	12mo	192	75
Synopsis of a Christian Theology. By R. J. Wright.	J. B. Lippincott & Co.	do	16mo		60
Testimony of the Ages; or, Confirmation of the Scriptures from Modern Science and Recent Discoveries. By Robert W. Morris, D. D.	J. C. McCurdy & Co	do	8vo	1000	4 50

TABLE XXV.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States in the year 1881.*

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Ginn, F. B. ....	Oakland, Cal. ....	236, 320	Arithmetical frame.
Forrester, P. C. ....	San Francisco, Cal. ....	249, 606	Adding machine.
Knapp, Minna. ....	San Francisco, Cal. ....	236, 896	Music chart.
Nunan, Edward. ....	San Francisco, Cal. ....	240, 752	Rest and guide for penmen.
Matlick, I. N. ....	San Francisco, Cal. ....	239, 815	Tellurian.
Perry, W. ....	Santa Barbara, Cal. ....	248, 605	Adding machine.
Graham, P. D. ....	Black Hawk, Colo. ....	248, 162	Combined calipers and rule.
Malinckrodt, J. F. ....	Denver, Colo. ....	240, 320	Air-purifying apparatus.
De Forrest, T. B. ....	Birmingham, Conn. ....	236, 215	Lead pencil.
Williams, G. S. ....	Greenwich, Conn. ....	245, 250	Combined pencil case, sharpener, and eraser.
Holland, F. ....	Manchester, Conn. ....	{ 241, 215	Fountain pen.
Jones, H. M. ....	Meriden, Conn. ....	{ 236, 158	Stylographic pen.
Kachler, A. ....	New Haven, Conn. ....	240, 520	Pencil sharpener.
Friedmann, J. ....	Seymour, Conn. ....	245, 726	School slate.
Webb, G. B. ....	Thomaston, Conn. ....	239, 158	Fountain pen.
Noyes, LaVerne W. ....	Batavia, Ill. ....	251, 662	Calipers.
Alden, R. ....	Chicago, Ill. ....	239, 055	Book holder.
Costello, T. H., and A. H. Hall. ....	Chicago, Ill. ....	244, 512	Music book holder.
Crocker, J. B., jr., and B. Fresse. ....	Chicago, Ill. ....	236, 782	Stop hinge for school desks.
Ginn, F. B. ....	Chicago, Ill. ....	246, 663	Pantograph.
Hepp, Daniel. ....	Chicago, Ill. ....	246, 497	Map holder.
Mott, J. M. ....	Chicago, Ill. ....	243, 255	Pen holder.
Noyes, La Verne W. ....	Chicago, Ill. ....	245, 087	School desk.
Smith, S. ....	Chicago, Ill. ....	243, 955	Book holder.
Goodman, A. ....	Decatur, Ill. ....	241, 566	Copying book.
Fulwiler, D. M. and J. A. ....	Lexington, Ill. ....	247, 495	Music stand.
Pederson, O. ....	Morris, Ill. ....	251, 567	Adding machine.
Fiske, B. A. ....	Naperville, Ill. ....	243, 395	Ink well.
Baldwin, J. ....	Huntington, Ind. ....	237, 005	Pencil.
Bowyer, J. A. ....	La Porte, Ind. ....	244, 786	Ink well.
Moon, H. E. ....	Richmond, Ind. ....	{ 239, 644	Tellurian.
Moore, Ira. ....	Leavenworth, Kans. ....	249, 739	Map and chart case.
McKinley, F. E. ....	Wellington, Kans. ....	236, 610	Map case.
Emery, C. L. L. ....	Biddeford, Me. ....	244, 281	Music leaf turner.
Parent, C. ....	Biddeford, Me. ....	246, 177	School desk and seat.
Howland, W. M. ....	Topsham, Me. ....	243, 065	Slate pencil sharpener.
Gard, W. E. ....	Baltimore, Md. ....	241, 412	Music rack.
Jennings, R. S. ....	Baltimore, Md. ....	250, 541	Adding machine.
Jennings, R. S. ....	Baltimore, Md. ....	250, 802	Stylographic pen.
Jennings, R. S. ....	Baltimore, Md. ....	239, 796	Calisthenic implement.
Jennings, R. S. ....	Baltimore, Md. ....	{ 246, 013	Air-cooling apparatus.
Thomas, F. J. ....	Athol, Mass. ....	246, 781	Spring calipers.
Barton, S. E. ....	Boston, Mass. ....	247, 253	Combined desk, rule and balance.
Forbes, H. D. ....	Boston, Mass. ....	239, 072	Inkstand.
Garratt, A. C. ....	Boston, Mass. ....	243, 753	Air-cooling apparatus.
Ritchie, E. S. ....	Brookline, Mass. ....	248, 732	Cyclometer.
Fay, C. P. ....	Chicopee Falls, Mass. ....	242, 157	Calipers.
McIndoe, G. F. ....	Everett, Mass. ....	251, 200	Revolving calendar.
Mandell, A. A. ....	Hyde Park, Mass. ....	244, 469	Mucilage holder.
Basset, E. R. ....	New Bedford, Mass. ....	250, 671	Calipers.
Piper, S. A. ....	Newton Upper Falls, Mass. ....	242, 582	Blotter.
Irwin, J. E. ....	Saugus, Mass. ....	248, 212	Multiplication block.
Powers, F. B. ....	Springfield, Mass. ....	239, 385	Lead and crayon holder.
Phelps, E. B., and A. Partidge. ....	Springfield, Mass. ....	246, 329	Music holder.
Horton, N. N. ....	Kansas City, Mo. ....	246, 550	{ Heating, cooling, and ventilating apparatus.
Smith, O. ....	Savannah, Mo. ....	{ 245, 379	ratas.
Kletzker, A. J. ....	St. Louis, Mo. ....	245, 380	Combined arm-rest and book leveler.
Knapp, E. ....	St. Louis, Mo. ....	238, 979	Fountain pen.
Houck, G. F. ....	Warrensburg, Mo. ....	240, 909	Mucilage bottle.
De Roberts, C. ....	Albion, Nebr. ....	244, 260	Mechanical calculator.
Hillman, S. ....	Blackwoodtown, N. J. ....	249, 621	Inkstand.
Farmer, W. ....	Elizabeth, N. J. ....	250, 213	Combined pen rack and letter holder.
Doyle, J. ....	Hoboken, N. J. ....	238, 117	Apparatus for teaching chemistry.
Weissenborn, E. ....	Hoboken, N. J. ....	242, 821	Pen holder.
Downes, C. H. ....	Jersey City, N. J. ....	249, 230	Lead pencil holder.
Crane, T. S. ....	Newark, N. J. ....	{ 250, 023	Stylographic fountain pen.
Crane, T. S. ....	Newark, N. J. ....	{ 236, 877	Lead and crayon holder.
Crane, T. S. ....	Newark, N. J. ....	243, 364	
Crane, T. S. ....	Newark, N. J. ....	240, 097	

TABLE XXV.—*Improvements in school furniture, apparatus, &c.*—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Daul, A. ....	Newark, N. J. ....	238, 862	Scholar's companion.
Harris, H. ....	Newark, N. J. ....	241, 003	Lead and crayon holder.
Hyatt, J. W. ....	Newark, N. J. ....	238, 908	Lead pencil.
Coles, D. F., and J. H. Luckhurst.	Rahway, N. J. ....	{ 247, 616 249, 589	{ Sponge-holder for slate pencils.
Hicks, W. C. ....	Summit, N. J. ....	241, 214	Inkstand.
Hyatt, C. M., and R. C. Pruyn.	Albany, N. Y. ....	241, 367	Double reversible slate.
Bulkeley, J. S. ....	Balston Spa, N. Y. ..	249, 893	Finger rest for pencils and penholders.
Abbott, P. ....	Brooklyn, N. Y. ....	248, 549	Lead pencil.
Crandall, J. A. ....	Brooklyn, N. Y. ....	243, 362	Nested alphabet blocks.
Gardam, J. ....	Brooklyn, N. Y. ....	242, 625	Proportional parallel ruler.
Johnson, Frank G. ....	Brooklyn, N. Y. ....	248, 043	School desk.
Oothout, W. V. ....	Brooklyn, N. Y. ....	241, 235	Pantograph.
Purdy, J. S. ....	Brooklyn, N. Y. ....	237, 045	Fountain pen.
Somers, D. M. ....	Brooklyn, N. Y. ....	248, 520	Automatic pencil case.
Stewart, W. W. ....	Brooklyn, N. Y. ....	{ 237, 454 237, 139 244, 922	{ Fountain pen. Fountain penholder. School desk.
Garretson, O. S. ....	Buffalo, N. Y. ....	{ 246, 670 237, 365	{ School furniture. Lead and crayon holder.
Boman, C. W. ....	New York, N. Y. ....	244, 429	
Brown, F. C., and A. M. Sutherland.	New York, N. Y. ....	{ 238, 024 239, 119	{ Stylographic fountain pen.
Collard, R. M. ....	New York, N. Y. ....	242, 273	Pen and pencil case.
De Quillfeldt, Charles.	New York, N. Y. ....	248, 147	Siphon bottle.
Dexter, O. P. ....	New York, N. Y. ....	245, 458	Instrument for dividing angles.
Frederick, C. ....	New York, N. Y. ....	240, 399	Lead and crayon holder.
Gifford, A. C., C. H., and J. H.	New York, N. Y. ....	244, 3-8	Gymnastic apparatus.
Harris, H. ....	New York, N. Y. ....	238, 897	Lead and crayon holder.
Hawkes, G. F. ....	New York, N. Y. ....	236, 222	Stylographic fountain pen.
Higgs, P. ....	New York, N. Y. ....	{ 241, 859 244, 235 249, 902	{ Thermo-electric battery.
Hoffman, Joseph. ....	New York, N. Y. ....	{ 237, 384 237, 531 240, 712 241, 362 250, 537	{ Lead and crayon holder.
Judd, J. R. ....	New York, N. Y. ....	250, 738	Portable gymnastic apparatus.
Kirkwood, A. M. ....	New York, N. Y. ....	242, 937	Writing pen.
Mallory, J. E. ....	New York, N. Y. ....	241, 682	Writing ink and fluid.
Parmenter, I. W. ....	New York, N. Y. ....	236, 839	Air-purifying apparatus.
Requa, M. Augusta, and E. Dunn.	New York, N. Y. ....	*9, 736	Copy book.
Warth, L. P. ....	New York, N. Y. ....	238, 735	Pen and pencil case.
Wright, J. H. ....	New York, N. Y. ....	245, 257	Pen and pencil holder.
Schrag, P. ....	Port Richmond, N. Y.	{ 251, 646 247, 120	{ Lead and crayon holder. Penholder.
Smith, J. G. ....	Alliance, Ohio ....	239, 867	Calendar inkstand.
Burville, J. R. ....	Bainbridge, Ohio ....	250, 881	Music leaf turner.
Hughes, C. M. ....	Lima, Ohio ....	249, 627	Hinge for school furniture.
Socbeer, E. ....	New Bremen, Ohio ..	240, 557	Dividers.
Johnson, E. E. ....	Painesville, Ohio ....	243, 706	Book-cover shield.
Deming, W. L. ....	Salem, Ohio ....	243, 863	Detachably covered book.
McComb, L. H. ....	Sidney, Ohio ....	246, 174	Ellipsograph.
Moore, A. ....	Sidney, Ohio ....	241, 693	School seat and back.
Power, Minnie ....	Conneautville, Pa. ...	240, 268	Wrist and hand support for key-board instruments.
Engle, S. D. ....	Hazleton, Pa. ....	246, 737	Pantograph engraving machine.
Fischer, A. ....	Philadelphia, Pa. ....	250, 633	Siphon bottle.
Reimer, W. G. ....	Philadelphia, Pa. ....	236, 457	Pencil-holding slate.
Showaker, C. H. ....	Philadelphia, Pa. ....	240, 699	Penholder.
McDade, J. D. ....	Pittsburgh, Pa. ....	248, 104	Double reversible slate.
Lohges, P. ....	Pittston, Pa. ....	240, 739	Book holder.
Hall, A. R. ....	Prompton, Pa. ....	{ 243, 248 *9, 716 *9, 890	{ Combined ruler and rotary blotter. Stylographic fountain pen. Stylographic pen.
Cross, A. T. ....	Providence, R. I. ....	244, 194	Stylographic pen.
Hope, J. ....	Providence, R. I. ....	242, 449	Pantograph engraving machine.
Livermore, C. W. ....	Providence, R. I. ....	246, 961	Lead and crayon holder.
Miller, J. A., jr. ....	Providence, R. I. ....	250, 937	Stylographic pen.
Robinson, O. M. ....	Poultney, Vt. ....	239, 062	Music leaf turner.
West, T. S. ....	Alexandria, Va. ....	245, 757	Segmental map and atlas.
Chataigne, J. H. ....	Richmond, Va. ....	246, 461	Blotting pad.
Lucning, D. C. ....	Milwaukee, Wis. ....	248, 659	Object-teaching frame.



TABLE XXV.—*Improvements in school furniture, apparatus, &c.*—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Muzzy, L. R .....	Milwaukee, Wis....	246, 628	Music stand.
Durant, E. G. ....	Racine, Wis .....	{ 237, 259 248, 723	{ School desk.
Fisher, G. W. ....	Uniontown, D. C. ....	247, 033	Sponge cup.
Green, J. W. ....	Washington, D. C. ..	239, 244	Pen fountain attachment.
Hester, G. H. ....	Washington, D. C. ..	246, 769	Penholder.
Hill, J. G. ....	Washington, D. C. ..	241, 983	Slate fastener.
Lippitt, F. J. ....	Washington, D. C. ..	236, 345	Music leaf turner.
Noyes, G. E. ....	Washington, D. C. ..	237, 312	Method of, and apparatus for, cooling air in buildings.
Rice, E. E. ....	Washington, D. C. ..	238, 251	Ventilating and cooling buildings.
Stillwagen, E. J. ....	Washington, D. C. ..	246, 044	Sponge cup.
Wheless, M. ....	Washington, D. C. ..	250, 697	Art of, and mechanism for, phonetic notation.
Brunm, G. W. ....	Boisé City, Idaho ...	237, 163	Book protector.
Gestetner, D. ....	South Kensington, England.	242, 919	Apparatus for producing copies of writings.
Wilson, R. ....	Keswick, County of Cumberland, En- gland.	239, 130	Penholder.
Grumel, François R. ....	Paris, France. ....	250, 234	Blotting case.
Holdt, F. W. ....	Berlin, Germany....	237, 184	Pen.
Mensel, E. R. D. ....	Geiersthal, Germany	238, 948	Penholder.
Klinkerfues, W. ....	Wilhelm, Gottingen, Germany.	248, 183	Apparatus for meteorology.
Canudas, Higinio. ....	Mexico, Mexico ....	245, 347	Combined book holder and portfolio.



# INDEX.

NOTE.—The reader is respectfully invited to consult the prefatory note on page 3, from which it will be seen that the arrangement of the report is such as to obviate the necessity for many entries which would otherwise find place in this index.

## A.

Academies. See Secondary instruction.  
 Adrian, Mich., schools of, 123.  
 Agricultural and Mechanical College of Kentucky, 84.  
 Agricultural and Mechanical College of Mississippi, 141.  
 Agricultural and Mechanical College of Texas, clxxvii, clxxviii, 249, 250.  
 Agriculture, colleges of. See Science, schools of.  
 Akron, Ohio, schools of, 201.  
 Alabama, summary of educational condition, lxxiii. abstract, 4-8.  
 Alabama Agricultural and Mechanical College, 7.  
 Alaska, summary of educational condition, lxxviii, lxxix. abstract, 278.  
 Albany, N. Y., schools of, ex, 174, 175.  
 Alexandria, Va., schools of, 258.  
 Allegheny, Pa., schools of, 217.  
 Allentown, Pa., schools of, 217.  
 Altoona, Pa., schools of, 217.  
 American Association for the Advancement of Science, 317, 318.  
 American Asylum for the Education of the Deaf and Dumb, 30, 31.  
 American Institute of Christian Philosophy, 317.  
 American Institute of Instruction, 313, 314.  
 American Medical Association, 317.  
 American Missionary Association, 316.  
 American Philological Society, 315.  
 American Social Science Association, 314, 315.  
 Amherst College, clxi, 113.  
 Anagnos, M., remarks of, on distinctive features of American schools for the blind, ccxviii, ccxix.  
 Anderson, J. A., views of, as to the value of chemistry and physics, clxxi.  
 Ann Arbor, Mich., schools of, ex, 123, 124.  
 Apgar, Ellis A., term of office of, 171.  
 Appleton, Wis., schools of, 271.  
 Argentine Confederation, educational condition of, clxxii, clxxiii.  
 Arkansas, summary of educational condition, lxxiv. abstract, 9-12.  
 Arkansas Industrial University, 10, 11.  
 Arizona, summary of educational condition, lxxix. abstract, 279, 280.  
 Armstrong, H. Clay, term of office of, 8.  
 Armstrong, S. C., Indian work in charge of, 295.  
 Art, instruction in, in California, 19.  
     in Colorado, 24.  
     in Iowa, 73.  
     in Maryland, 103.  
     in Massachusetts, 111, 117.  
     in New York, 185, 186.  
     in Ohio, 208.  
     in Pennsylvania, 226.  
     in Rhode Island, 233.  
     in District of Columbia, 290.  
 Associations, educational. See the heading Educational Conventions, under the respective States.  
 Atchison, Kans., schools of, 76, 77.

Atlanta, Ga., schools of, 42, 43.  
 Atlanta University, 43, 46.  
 Attendance, daily average school, in the Union, xliii, xlv.  
     comparison of, for ten years, li.  
 Attleborough, Mass., schools of, 107.  
 Auburn, Me., schools of, 92, 93.  
 Auburn, N. Y., schools of, 174, 175.  
 Augusta, Ga., schools of, 42, 43.  
 Augusta, Me., schools of, 92, 93.  
 Austin, Tex., schools of, 247.  
 Australasia, educational condition of, clxxiv-clxxvi.  
 Austria-Hungary, educational condition of, ccxxxv-ccxliv.  
 Average attendance, daily, per capita cost of, in city schools, cvi, cvii.

## B.

Bacon, Leonard, obituary notice, 33.  
 Baltimore, Md., schools of, 98, 99.  
 Bangor, Me., schools of, cxv, 92, 93.  
 Barnard, F. A. P., views of, regarding the admission of women to Columbia College, clii.  
     report of, on elective studies at Columbia College, clxii.  
     remarks of, on standard of admission to Columbia Law School, clxxxv.  
 Basle, Switzerland, schools of, cclxv.  
 Bates College, 94.  
 Bath, Me., schools of, 92, 93.  
 Bay City, Mich., schools of, 123, 124.  
 Beadle, W. H. H., term of office of, 284.  
 Belgium, educational condition of, ccxlv, ccxlv.  
 Bellaire, Ohio, schools of, 201.  
 Belleville, Ill., schools of, 49, 50.  
 Benefactions, educational, statistics of, ccxxxi-ccxxxiii.  
 Berlin, Germany, schools of, cclxvii, ccl.  
 Berne, Switzerland, schools of, cclxiv.  
 Beverly, Mass., schools of, 107.  
 Biddeford, Me., schools of, 92, 93.  
 Binghamton, N. Y., schools of, 174, 176.  
 Blackie, George Stoddard, obituary notice, 245.  
 Blind, summary of statistics of schools for the, ccxv.  
     provisions for the instruction of the, ccxvi-ccxix.  
     table of statistics of institutions for the, 680-683.  
     See, also, the heading Special Instruction, under the respective States.  
 Bloss, John M., term of office of, 65.  
 Boston, Mass., schools of, cviii, cix, cxv, 107, 108.  
 Boston University, cxviii, 113, 115, 116.  
 Bowdoin College, 94.  
 Bradford, Pa., schools of, 217.  
 Brazil, educational condition of, clxxiii.  
 Brewer, O. H. P., term of office of, 295.  
 Bridgeport, Conn., schools of, 27.  
 Bridgeton, N. J., schools of, 167.  
 British Columbia, educational condition of, clxxix.  
 British India, educational condition of, clxxvi-clxxviii.  
 Brockton, Mass., schools of, 107, 108.  
 Brookline, Mass., schools of, 107, 108.

Brooklyn, N. Y., schools of, cviii, cxv, 174, 176.  
 Brown, Joseph E., address of, before the National Educational Association, 310.  
 Brown University, 232, 233.  
 Buffalo, N. Y., schools of, 174, 176.  
 Bulgaria, educational condition of, cclxv, cclxvi.  
 Burlington, Iowa, schools of, 68.  
 Burlington, Vt., schools of, 252, 253.  
 Burt, David, obituary notice of, 137.  
 Business colleges. See Commercial and business colleges.  
 Butcher, Bernard L., term of office of, 267.  
 Buxton, E. N., views of, as to the proper way of estimating school accommodation needed, cix.  
 Byrd, William L., term of office of, 295.

## C.

Calhoun, A. W., paper of, on the effect of student life on the eyesight, 309, 310.  
 California, summary of educational condition, lxxviii.  
     abstract, 13-19.  
 Cambridge, Mass., schools of, 107, 108.  
 Camden, N. J., schools of, 167.  
 Campbell, Fred. M., term of office of, 19.  
 Canada, educational condition of, cclxix-cclxxii.  
 Canton, Ohio, schools of, 201.  
 Cardondale, Pa., schools of, 217.  
 Carroll, Philip, statement by, respecting education in Ontario, cclxx-cclxxii.  
 Case School of Applied Science, clxx, 206.  
 Cedar Rapids, Iowa, schools of, 68.  
 Census, analysis of educational relations of the tenth United States, ix-xlili, lxiii-lxix, cx-cxiii.  
 Chapin, Joshua Bicknell, obituary notice, 234.  
 Charleston, S. C., schools of, 236, 237.  
 Chattanooga, Tenn., schools of, 241, 242.  
 Chautauqua Teachers' Retreat, 316.  
 Chelsea, Mass., schools of, 107, 108.  
 Chemistry in scientific schools, clix-clxxii.  
 Chester, Pa., schools of, 217.  
 Chicago, Ill., schools of, cviii, cx, 49, 50.  
 Chicopee, Mass., schools of, 107, 108.  
 Chili, educational condition of, cclxxiii, cclxxiv.  
 Chillicothe, Ohio, schools of, 201.  
 Chinese, number and character of the, in the United States, xxi.  
     education of the, in California, 18.  
 Cincinnati, Ohio, schools of, cx, 201, 202.  
 Circulars of information, list of, published in 1881, v.  
 Cities, summary of school statistics of, xcii-cvii.  
     condition of public schools in, cxiv-cxvi.  
     table of school statistics of, 328-378.  
 City and Guilds of London Institute, cclvii.  
 Clarke, F. W., circular on physics and chemistry by, clxx, clxxi.  
 Cleveland, Ohio, schools of, 201, 202.  
 Clinton, Iowa, schools of, 68.  
 Clinton, Mass., schools of, 107, 108.  
 Cochran, Varnum B., term of office of, 131.  
 Coeducation in colleges, cli, clii.  
 Coelln, C. W. von, remarks of, on the district system, lv.  
     term of office of, 74.  
 Cohoes, N. Y., schools of, 174, 176.  
 Colby University, 94.  
 College of New Jersey, 170.  
 Colleges. See Universities and colleges.  
 Colombia, educational condition of, cclxxiv.  
 Colorado, summary of educational condition, lxxvii, lxxviii.  
     abstract, 20-24.  
 Colored, illiteracy among minor, lxvi-lxix.  
     education among the, lxxxi-xc.  
     illiteracy among the, in cities, cxi-cxiii.  
 Columbia, District of. See District of Columbia.  
 Columbia, Pa., schools of, 217.  
 Columbia College, cli, clii, clxv, clxvi, clxvii, 183.  
 Columbian University, 287, 288.  
 Columbus, Ga., schools of, 42, 43.  
 Columbus, Ohio, schools of, 201, 202.  
 Commercial and business colleges, summary of statistics of, cxxxiii, cxxxiv.  
     table of statistics of, 397-411.

Compulsory attendance, in California, 14.  
     in Connecticut, 26.  
     in Kansas, 76.  
     in Maine, 92.  
     in Massachusetts, 105.  
     in Nevada, 157.  
     in New Hampshire, 160.  
 Concord, N. H., schools of, 161.  
 Connecticut, summary of educational condition, lxxi.  
     abstract, 25-33.  
 Conventions and associations, educational. See the heading Educational Conventions, under the respective States.  
 Cook, George F. T., superintendent of colored schools in the District of Columbia, 290.  
 Cookery, instruction of the deaf in, cexiii.  
     schools of, in Massachusetts, 117.  
 Cooper Union for the Advancement of Science and Art, gifts to, of Peter Cooper, 183, *note*.  
 Cornell, Leonidas S., term of office of, 24.  
 Cornell University, mechanical engineering course of, clxxiv, clxxv.  
 Council Bluffs, Iowa, schools of, 68.  
 County superintendents. See the heading State School System, under the respective States.  
 Covington, Ky., schools of, 82.  
 Crawford, Gideon S. W., term of office of, 245, *note*.  
 Crosby, David, obituary notice, 163.  
 Curry, J. L. M., work of, in connection with the Peabody fund, xc, xci.

## D.

Dakota, summary of educational condition, lxxiv.  
     abstract, 281-284.  
 Danbury, Conn., schools of, 27.  
 Danville, Ill., schools of, 49, 50.  
 Danville, Pa., schools of, 217.  
 Danville, Va., schools of, 258.  
 Dartmouth College, 162.  
 Dartmouth Medical College, requirements for admission to, cxxviii.  
 Dart, Justus, term of office of, 255.  
 Davenport, Iowa, schools of, 68.  
 Dayton, Ohio, schools of, 201, 202.  
 Deaf and dumb, summary of statistics of institutions for the, cex, cexx.  
     instruction of the, cexi-cexv.  
     table of statistics of institutions for the, 674-679.  
     See, also, the heading Special Instruction, under the respective States.  
 Deane, John H., gift of, to University of Rochester, 183.  
 Decatur, Ill., schools of, 49, 50.  
 Defective classes, number of, in the United States, ccvi-ccviii.  
 Degrees, summary of, conferred by institutions for the superior instruction of women, cl.  
     summary of collegiate and professional, conferred, ccxc-cc.  
     honoris causa, indiscriminate conferring of, 318.  
     table of statistics of institutions conferring, 650-667.  
 Delaware, summary of educational condition, lxxii.  
     abstract, 34-37.  
 Delaware College, 36.  
 Denmark, educational condition of, cexlv.  
 Dentistry, summary of statistics of schools of, cxc-cxci.  
     table of statistics of schools of, 640, 641, 646, 647, 648.  
     See, also, the heading Professional Instruction, under the respective States.  
 Denton, James L., term of office of, 12.  
 Denver, Colo., schools of, 21, 22.  
 Derby, Conn., schools of, 27.  
 Detroit, Mich., schools of, 123, 124.  
 Dewey, Melvil, remarks of, on the duty of a librarian, cci, cciii.  
 De Wolf, D. F., remarks of, on the district system, lv.  
     term of office of, 209.  
     address of, on "Some essentials in the development of a school system," 308, 309.



Dickinson, J. W., remarks of, on school supervision in Massachusetts, lix.  
 term of office of, 120.  
 Diman, J. Lewis, obituary notice, 233.  
 District of Columbia, summary of educational condition, lxxix.  
 abstract, 265-290.  
 District officers. See the heading State School System, under the respective States.  
 District system of schools, disadvantages of, liv, lv.  
 unsatisfactory condition of, in Vermont, 252.  
 Doak, W. S., term of office of, 245.  
 Dover, N. H., schools of, 161.  
 Dubuque, Iowa, schools of, 68.  
 Durant, Henry Fowle, obituary notice of, 120.

## E.

East Des Moines, Iowa, schools of, 68.  
 Easton, Pa., schools of, 217, 218.  
 East Saginaw, Mich., schools of, 123, 124.  
 Eaton, Dorman B., remarks of, on the relations of the legal profession to the public, clxxxvii.  
 Eaton, John, address of, on "Education and the building of the state," 308.  
 report of, v-clxxxvii.  
 Elementary instruction. See the heading State School System, under the respective States.  
 Elgin City, Ill., schools of, 49, 50.  
 Eliot, Charles, remarks of, on elective studies at Harvard, clxiii.  
 Elizabeth, N. J., schools of, 167, 168.  
 Elmira, N. Y., schools of, 174, 176, 177.  
 Emerson, George B., obituary notice of, 120.  
 England and Wales, educational condition of, celi-ccliv.  
 Enrolment, public school, in the Union, xliii, xlv.  
 comparison of, for ten years, l.  
 Erie, Pa., schools of, 217, 218.  
 Evansville, Ind., schools of, 58.  
 Evening schools, cxv, cxvi, 167.  
 Examiners, State boards of. See the heading State School System, under the respective States.  
 Expenditure, school, in the United States, xlvii-l.  
 comparison of, for ten years, lii.

## F.

Fall River, Mass., schools of, 107, 108.  
 Farnum Preparatory School, 169.  
 Farr, Richard R., State superintendent of Virginia, 262.  
 Fay, Edwin H., term of office of, 90.  
 Feeble-minded, summary of statistics of schools for the, cexix.  
 classification and instruction of the, cexx, cexxi.  
 table of statistics of schools and asylums for the, 684, 685.  
 Fitchburg, Mass., schools of, 107, 108.  
 Five Nations, schools among the, 293-295.  
 Flint, Mich., schools of, 123, 124.  
 Florida, summary of educational condition, lxxiii.  
 allowance from Peabody fund to education in, xc.  
 abstract, 38-40.  
 Fond du Lac, Wis., schools of, 271.  
 Fort Wayne, Ind., schools of, 58.  
 Fort Wrangell, Alaska, schools of, 278.  
 Foster, E. K., term of office of, 40.  
 Foster, W. E., remarks of, on the relations of libraries to public schools, ccii, cciv.  
 France, educational condition of, ccxv, ccxlv.  
 Freeport, Ill., schools of, 49, 50.  
 Fremont, Ohio, schools of, 201, 202, 203.  
 Funds, school. See the heading State School System, under the respective States.  
 Furniture, summary of patents for improvements in, ccxxxiv, ccxxxv.  
 table of patented improvements in school, 829-831.

## G.

Galesburg, Ill., schools of, 49, 50.  
 Galveston, Tex., schools of, 247, 248.  
 Garfield, James A., remarks of, on the value of education for the deaf, ccxiv, ccv.

Geneva, Switzerland, schools of, cclxv.  
 Georgetown, D. C., schools of, 285, 286.  
 Georgetown College, 287, 288.  
 Georgia, summary of educational condition, lxxiii.  
 abstract, 41-47.  
 Germany, educational condition of, cexlvi-ccli.  
 Gilmour, Neil, term of office of, 192.  
 Gloucester, Mass., schools of, 107, 108.  
 Golden, Colo., schools of, 21, 22.  
 Gonzaga College, 287.  
 Grand Rapids, Mich., schools of, 123, 124.  
 Great Britain and Ireland, educational condition of, cxxxi, ccli-cclvii.  
 Greece, educational condition of, cclviii.  
 Green, W. W., remarks of, on present condition of medical instruction, cxcv.  
 Green Bay, Wis., schools of, 271.  
 Greenwich, Conn., schools of, 27.  
 Griswold, W. H., indexes of, cciv, note.  
 Groves, James H., term of office of, 37.  
 Gunn, Frederick W., obituary notice, 33.

## H.

Hall, G. Stanley, lectures on pedagogy by, cxxxii.  
 Hamilton, Ohio, schools of, 201, 203.  
 Hammond, W. G., remarks of, on the best method of studying law, clxxxvi.  
 Hampton Normal and Agricultural Institute, 262.  
 Hannibal, Mo., schools of, 144, 145.  
 Harrisburg, Pa., schools of, 217, 218.  
 Hartford, Conn., schools of, 27.  
 Harvard College, elective studies in, clxii, clxiii.  
 Harvard Law School, requirements for admission to, cxxviii.  
 Harvard Medical School, requirements for admission to, cxxviii.  
 Harvard University, cxxxii, 112, 113, 115, 116.  
 Haven, Erastus O., obituary notice, 191, 192.  
 Haverhill, Mass., schools of, 107, 108.  
 Hebrew, summer school for the study of, clxxxiii, clxxxiv.  
 Henkle, William Downs, obituary notice, 209.  
 Higbee, E. E., term of office of, 228.  
 High schools. See the heading Secondary Instruction, under the respective States.  
 Hitchcock, Edward, report on hygiene at Amherst College, clxi.  
 Hoboken, N. J., schools of, 167, 168.  
 Holland, educational condition of, cclviii-cclxi.  
 Hollingsworth, O. N., term of office of, 250.  
 Holyoke, Mass., schools of, 107, 108.  
 Houghton, Jonathan S., term of office of, 305.  
 Houghton Farm, clxx.  
 Howard University, 287, 288.  
 Howey, R. H., term of office of, 298.  
 Hudson, N. Y., schools of, 174, 177.  
 Humbéek, van, remarks of, on the need of courses of study for Belgian schools, lxiii.  
 Hungary, educational condition of, cexxxviii-cexlvi.

## I.

Idaho, summary of educational condition, lxxix, lxxx.  
 abstract, 291, 292.  
 Idiocy, causes of, cexxi.  
 Illinois, summary of educational condition, lxxvi.  
 abstract, 48-55.  
 Illinois Industrial University, clxxiv, 52, 53.  
 Illinois Training School for Nurses, ccv, ccvi.  
 Illiteracy, among German recruits, cclvii.  
 among minors in the United States, lxiii-lxix.  
 in cities, cxi-cxiii.  
 Imbeciles. See Feeble-minded, schools for the.  
 Income and expenditure, school, in the United States, xlvii, xlviii.  
 comparison of amount of, for ten years, lii.  
 Indiana, summary of educational condition, lxxvi.  
 abstract, 56-65.  
 Indiana University, 61.  
 Indianapolis, Ind., schools of, 58, 59.  
 Indians, education of, in New York, 174.  
 in Pennsylvania, 225.  
 in Oregon, 214.  
 in Virginia, 261, 262.

Indian Territory, summary of educational condition, lxxx.  
 abstract, 293-295.  
 Industrial training, school for the, of miners and mechanics, clxxix, clxxx.  
 for the deaf, ccxiii, ccxiv.  
 for the feeble-minded, ccxxi.  
 in Austria, cccxxviii.  
 in Hungary, ccxliii, ccxlv.  
 principles and progress of, 311, 312.  
 See, also, the heading Special Instruction, under the respective States.  
 Institutes. See the headings Training of Teachers and Educational Conventions, under the respective States.  
 Iowa, summary of educational condition, lxxvii.  
 abstract, 66-74.  
 Iowa Agricultural College, clxxiii, clxxiv, 71.  
 Ireland, educational condition of, cclv, cclvi.  
 Ironton, Ohio, schools of, 201, 203.  
 Italy, educational condition of, cclviii.  
 Ithaca, N. Y., schools of, 174, 177.

## J.

Jackson, Sheldon, educational efforts of, in Alaska, 278.  
 Jackson, Mich., schools of, 123, 124, 125.  
 Jacksonville, Fla., schools of, 39.  
 Jacksonville, Ill., schools of, 49, 50.  
 Janesville, Wis., schools of, 271.  
 Japan, educational condition of, cclxviii, cclxix.  
 Jeffersonville, Ind., schools of, 58.  
 Jersey City, N. J., schools of, 167, 168.  
 John C. Green School of Science, 170.  
 Johns Hopkins University, clxii, cxcii, 100, 101.  
 Johnstown, Pa., schools of, 217, 218.  
 Joliet, Ill., schools of, 49, 50.  
 Jones, W. W. W., term of office of, 155.  
 Journals, educational. See the heading Training of Teachers, under the respective States.

## K.

Kalamazoo, Mich., schools of, 123, 124, 125.  
 Kansas, summary of educational condition, lxxiv.  
 abstract, 75-80.  
 Kansas City, Mo., schools of, 144, 145.  
 Kansas State Agricultural College, clxxvi, 79.  
 Kansas State Reform School, ccxxiv.  
 Kentucky, summary of educational condition, lxxiv.  
 abstract, 81-85.  
 Keokuk, Iowa, schools of, 68, 69.  
 Keyes, Addison A., term of office of, 192.  
 Key West, Fla., schools of, 39.  
 Kiehle, D. L., term of office of, 137.  
 Kindergärten, summary of statistics of, cxxxv.  
 instruction in, cxxxv-cxxxviii.  
 application of principles of the, in the training of the deaf, ccxii.  
 table of statistics of, 412-449.  
 See, also, the heading State School System, under the respective States.  
 Kingston, N. Y., schools of, 174, 177.  
 Kitchen garden lessons for the deaf, ccxii, ccxiii.  
 Knoxville, Tenn., schools of, 241, 242.

## L.

La Crosse, Wis., schools of, 271.  
 La Fayette, Ind., schools of, 58, 59.  
 Lancaster, Pa., schools of, 217, 218.  
 Langdell, C. C., remarks of, on the value of professional training in schools, clxxxv.  
 Lansing, Mich., schools of, 123, 125.  
 Lausanne, Switzerland, schools of, cclxiv.  
 Law, schools of, for the colored race, lxxxiv, lxxxvi.  
 summary of statistics of, clxxxiv.  
 courses and influence of, clxxxv-clxxxviii.  
 table of statistics of, 632-635.  
 See, also, the heading Scientific and Professional Instruction, under the respective States.  
 Lawrence, Kans., schools of, 76, 77.  
 Lawrence, Mass., schools of, 107, 108, 109.  
 Lawrence Scientific School, scientific instruction offered teachers in, cxxix, cxxx.

Leadville, Colo., schools of, 21, 22.  
 Leavenworth, Kans., schools of, 76, 77.  
 Lebanon, Pa., schools of, 217, 218.  
 Lehigh University, mechanical engineering at, clxxvi.  
 Lewiston, Me., schools of, cx, 92, 93.  
 Lexington, Ky., schools of, 82, 83.  
 Libraries, public, statistics of, cci, ccii.  
 management of, and relations to public schools, ccii-cciv.  
 table of statistics of additional, 668-671.  
 Lima, Ohio, schools of, 201, 203.  
 Lincoln, Nebr., schools of, 152, 153.  
 Lincoln, R. I., schools of, 231.  
 Little Rock, Ark., schools of, 10.  
 Lockport, N. Y., schools of, 174, 177.  
 Logansport, Ind., schools of, 58, 59.  
 London, England, plan of providing public school accommodations in, cix.  
 education in, ccliii, cclv.  
 Long Island City, N. Y., schools of, 175, 177.  
 Los Angeles, Cal., schools of, 15.  
 Louisiana, summary of educational condition, lxxiii, lxxiv.  
 abstract, 86-90.  
 Louisiana State University and Agricultural and Mechanical College, 88, 89.  
 Louisville, Ky., schools of, 82, 83.  
 Lowell, Mass., schools of, 107, 109.  
 Lubbock, Sir John, efforts of, in behalf of elementary science in England, cxxx.  
 Luce, N. A., remarks of, on courses of study in the common schools, lx, lxi.  
 term of office of, 96.  
 Lynchburg, Va., schools of, 258.  
 Lynn, Mass., schools of, 107, 109.

## M.

McCormick, Leander J., gift of, to the University of Virginia, 260.  
 McElroy, E. B., term of office of, 214.  
 McIntosh, John, term of office of, 295.  
 McKeesport, Pa., schools of, 217, 218.  
 Macon, Ga., schools of, 42, 43.  
 Madison, Ind., schools of, 58, 59.  
 Madison, Wis., schools of, 271.  
 Maine, summary of educational condition, lxxix, lxx.  
 abstract, 91-96.  
 Maine State College of Agriculture and the Mechanic Arts, clxxv, 94.  
 Malden, Mass., schools of, 107, 109.  
 Manchester, N. H., schools of, 161.  
 Mansfield, Ohio, schools of, 201, 203.  
 Manual Training School of Washington University, 148.  
 Marlborough, Mass., schools of, 107, 109.  
 Maryland, summary of educational condition, lxxii.  
 abstract, 97-103.  
 Maryland Agricultural and Mechanical College, 101.  
 Massachusetts, system of school supervision in, lix, lx.  
 summary of educational condition, lxx.  
 abstract, 104-120.  
 Massachusetts Agricultural College, 114, 115.  
 Massachusetts Institute of Technology, cxxxviii, clxxvi, clxxvii, clxxviii, clxxx.  
 Meadville, Pa., schools of, 217, 218.  
 Mechanical engineering, instruction in, clxxii, clxxx.  
 Mechanics' Institute of Cincinnati, 206.  
 Medford, Mass., schools of, 107, 109.  
 Medicine, schools of, for the colored race, lxxxv, lxxxvi.  
 summary of statistics of, clxxxviii-cxci.  
 instruction in, xcxi-cxcv.  
 table of statistics of, 636-648.  
 See, also, the heading Scientific and Professional Instruction, under the respective States.  
 Medico-Chirurgical College of Philadelphia, cxcii, cxciii.  
 Memphis, Tenn., schools of, 241, 242.  
 Meriden, Conn., schools of, 27.  
 Michigan, summary of educational condition, lxxvi.

Michigan, system of reformatory schools of, ccxiv, ccxv, ccxviii, ccxix.  
abstract, 121-131.  
Michigan State Agricultural College, 123.  
Michigan State Normal School, 126.  
Middletown, Conn., schools of, 27, 28.  
Milford, Mass., schools of, 107, 109.  
Military Academy, United States, 183, 649.  
Miller Manual Labor School, 202.  
Millville, N. J., schools of, 167, 168.  
Milwaukee, Wis., schools of, 271, 272.  
Minneapolis, Minn., schools of, 133, 134.  
Minnesota, summary of educational condition, lxxvii.  
abstract, 132-137.  
Minors, number of, in the United States, xxix-xliii.  
illiteracy among, lxiii-lxix.  
Mississippi, summary of educational condition, lxxiii.  
abstract, 138-142.  
Mississippi College, 141.  
Missouri, summary of educational condition, lxxiv.  
abstract, 143-150.  
Missouri Agricultural and Mechanical College, 148.  
Mobile, Ala., schools of, 5, 6.  
Montana, summary of educational condition, lxxx.  
abstract, 296-298.  
Montgomery, Ala., schools of, 5, 6.  
Moon, William, letter of, respecting his alphabet for the blind, ccvii, ccviii.  
Muscatine, Iowa, schools of, 68, 69.  
Music, instruction in, in Massachusetts, 116.  
in New York, 188.  
in Pennsylvania, 226.  
in District of Columbia, 290.  
Muskegon, Mich., schools of, 123, 125.

## N.

Nashua, N. H., schools of, 161.  
Nashville, Tenn., schools of, 241, 242.  
Natick, Mass., schools of, 107, 109.  
National Association for the Relief of Destitute Women and Children, 289.  
National Conference of Charities and Correction, 315, 316.  
National Council of Education, 312.  
National Deaf-Mute College, ccxiv, ccxv, 287, 288.  
National Educational Association, 308-312.  
Naval Academy, United States. See United States Military and Naval Academies.  
Nebraska, summary of educational condition, lxxvii.  
abstract, 151-155.  
Necrology. See individual entries in this index; also the heading *Obituary Record*, under the respective States.  
Netherlands, educational condition of, cclviii-cclxi.  
Nevada, summary of educational condition, lxxviii.  
abstract, 156-158.  
Newark, N. J., schools of, 167, 168.  
Newark, Ohio, schools of, 201, 203.  
New Bedford, Mass., schools of, 107, 109.  
New Britain, Conn., schools of, 27, 28.  
New Brunswick, Canada, educational condition of, cclxix, cclxx.  
New Brunswick, N. J., schools of, 167, 168.  
Newburgh, N. Y., schools of, 175, 177.  
Newburyport, Mass., schools of, 107, 109.  
New Castle, Pa., schools of, 217, 218.  
Newell, M. A., remarks of, on the system of appointing teachers in Maryland, lviii.  
term of office of, 103.  
New England Association of School Superintendents, 312, 313.  
New Hampshire, summary of educational condition, lxx.  
abstract, 159-164.  
New Hampshire College of Agriculture and the Mechanic Arts, 162.  
New Haven, Conn., schools of, 27, 28.  
New Jersey, summary of educational condition, lxxi.  
abstract, 165-171.  
New Jersey State Normal School, 169.

New Jersey State Reform School, ccxv, ccxvi.  
New London, Conn., schools of, 27, 28.  
New Mexico, summary of educational condition, lxxx.  
abstract, 299, 300.  
New Orleans, La., schools of, 87.  
Newport, Ky., schools of, 82, 83.  
Newport, R. I., schools of, 231.  
New South Wales, educational condition of, cclxxv.  
Newton, Mass., schools of, 107, 109.  
New York, summary of educational condition, lxxi.  
abstract, 172-192.  
New York City, schools of, cviii, cxv, 175, 177, 178.  
Norfolk, Va., schools of, 258.  
Normal Art School, 111.  
Normal College of New York City, 161.  
Normal School of Science and Royal School of Mines, cclvii.  
Normal schools, for the colored race, lxxxi, lxxxv.  
summary of statistics of, cxvii-cxxvi.  
geographical distribution of, ccxvi.  
admission to and courses of study in, ccxvii-cxxxi.  
Kindergarten instruction in, cxxxvii, cxxxviii.  
table of statistics of, 379-396.  
See, also, the heading *Training of Teachers*, under the respective States.  
Norristown, Pa., schools of, 217, 218.  
North Adams, Mass., schools of, 107, 109.  
Northampton, Mass., schools of, 107, 109.  
North Carolina, summary of educational condition, lxxii.  
abstract, 193-198.  
Northrop, B. G., term of office of, 33.  
Norwalk, Conn., schools of, 27, 28.  
Norway, educational condition of, cclxi.  
Norwich, Conn., schools of, 27, 28.  
Nurses, schools for training, summary of statistics of, ccv.  
in Connecticut, 31, 32.  
in Massachusetts, 117.  
in Missouri, 149.  
in New York, 188.  
in District of Columbia, 289.  
table of statistics of, 672, 673.  
Nuttall, L. John, term of office of, 302.

## O.

Oakland, Cal., schools of, 15.  
O'Fallon Polytechnic School of Washington University, clxxv, 148.  
Officers, school. See the headings *State School System* and *Chief State School Officer*, under the respective States.  
Ogdensburg, N. Y., schools of, 175, 179.  
Ohio, summary of educational condition, lxxv, lxxvi.  
abstract, 199-209.  
Ohio Mechanics' Institute, clxx.  
Ohio State University, clxxviii, 205, 206.  
Ohio University, 206.  
Omaha, Nebr., schools of, 152, 153.  
Onderdonk, James L., term of office of, 292.  
Ontario, educational condition of, cclxx-cclxxii.  
Orange, N. J., schools of, 167, 168.  
Oratory, training in, in Massachusetts, 116.  
in Pennsylvania, 226.  
Oregon, summary of educational condition, lxxviii.  
abstract, 210-214.  
Orphan or dependent children, summary of statistics of homes and asylums for, cclxxix-cclxxi.  
table of statistics of homes and asylums for, 700-755.  
See, also, the heading *Special Instruction*, under the respective States.  
Orr, G. J., views of, as to school tax in Georgia, lxxviii.  
term of office of, 47.  
Oshkosh, Wis., schools of, 271, 272.  
Oswego, N. Y., schools of, 175, 179.  
Ottawa, Ill., schools of, 49.  
Ottumwa, Iowa, schools of, 68, 69.

## P.

Paducah, Ky., schools of, 82, 83.  
Paterson, N. J., schools of, 167, 168, 169.



- Patterson, J. W., remarks of, on the district system, lv.  
term of office of, 164.
- Pawtucket, R. L., schools of, 231.
- Payne, W. H., paper by, on normal teaching in the University of Michigan, cxxxii, cxxxiii.
- Peabody, Mass., schools of, 107, 109.
- Peabody fund, disbursements of, from 1868 to 1881, xc, xci.  
aid from the, in Alabama, 5.  
in Georgia, 42.  
in Louisiana, 87.  
in Mississippi, 139.  
in South Carolina, 236.  
in Tennessee, 241.  
in Texas, 247.  
in Virginia, 257.  
in West Virginia, 265.
- Peaslee, J. B., paper of, on "Normal and literary training in the public schools," 309.
- Pennsylvania, summary of educational condition, lxxi.  
abstract, 215-228.
- Peoria, Ill., schools of, 49, 50.
- Perkins Institution and Massachusetts School for the Blind, cxvi.
- Petersburg, Va., schools of, 258.
- Pharmacy, summary of statistics of schools of, cxc, xcxi.  
table of statistics of schools of, 641, 647, 648.
- Philadelphia, Pa., schools of, 217, 218.
- Phillips Academy, cxli.
- Phoenix, S. W., gift of, to Columbia College, 183.
- Pickett, Joseph Desha, term of office of, 85.
- Picklynn, Peter P., obituary notice, 295.
- Pittsburgh, Pa., schools of, 217, 218, 219.
- Pittsfield, Mass., schools of, 107, 109.
- Plainfield, N. J., schools of, 167, 169.
- Plattsburgh, N. Y., schools of, 175, 179.
- Political science, schools for, 185.
- Poole, W. F., Index to Periodical Literature of, cciv.
- Port Huron, Mich., schools of, 123, 125.
- Portland, Me., schools of, ex, 92, 93.
- Portland, Oreg., schools of, 212.
- Portsmouth, N. H., schools of, 161.
- Portsmouth, Ohio, schools of, 201, 203.
- Portsmouth, Va., schools of, 258.
- Portugal, educational condition of, cclxi, cclxii.
- Pottsville, Pa., schools of, 217, 219.
- Poughkeepsie, N. Y., schools of, 175, 179.
- Powell, L. J., term of office of, 214.
- Pratt, Capt. R. H., Indian work in charge of, 295.
- Preparatory schools, summary of statistics of, cclvi, cclvii.  
table of statistics of, 544-554.
- Princeton College, 170.
- Providence, R. I., schools of, 231.
- Prussia, statistics of education in, ccl.
- Public School for Dependent Children, cccxiv.
- Publications, educational, summary of statistics of, cccxxiii.  
table of educational, 792-828.
- Purdue University, cclxxvii, 62.
- Q.
- Q. P. Indexes, cciv.
- Quackenbos, George Payne, obituary notice, 192.
- Quebec, educational condition of, cclxxii.
- Queensland, educational condition of, cclxxvi.
- Quincy, Ill., schools of, 49, 50.
- Quincy, Mass., schools of, 107, 109, 110.
- R.
- Racine, Wis., schools of, 271, 272.
- Raleigh, N. C., schools of, 195.
- Randall, Samuel S., obituary notice, 191.
- Reading, Pa., schools of, 217, 219.
- Recommendations, cclxxvi, cclxxvii.
- Reform schools, summary of statistics of, cccxii, cccxxiii.  
instruction in, cccxiii-cccxix.  
table of statistics of, 686-699.  
See, also, the heading Special Instruction, under the respective States.
- Rhode Island, summary of educational condition, lxx.  
abstract, 229-234.
- Richmond, Va., schools of, ex, 258, 259.
- Ritch, W. G., report of, on schools of New Mexico, 300.
- Rochester, N. Y., schools of, 175, 179.
- Rockford, Ill., schools of, 49, 50.
- Rock Island, Ill., schools of, 49, 50.
- Rockland, Me., schools of, 92, 93.
- Rockwell, Mary E., remarks of, on industrial training in reformatories, cccviii.
- Rome, N. Y., schools of, 175, 179.
- Roscoe, H. E., views of, on the value of laboratory work in chemistry, cclxii.
- Roumelia, educational condition of, cclxvi.
- Royal Agricultural High School of Berlin, cclxxx-cclxxxi.
- Royal University of Ireland, cclvi.
- Rufner, W. H., remarks of, on courses of study for primary schools, lxi, lxii.  
term of office of, 262.
- Rural schools, importance of definite statistics respecting, liv.  
necessity of supervision for, lx.
- Russia, educational condition of, cclxii.
- Rutgers College, 170.
- Rutgers Scientific School, 170.
- Rutland Village, Vt., schools of, 252, 253.
- S.
- Saginaw, Mich., schools of, 123, 125.
- St. Joseph, Mo., schools of, 144, 145.
- St. Louis, Mo., schools of, cccxvi, 144, 145.
- St. Paul, Minn., schools of, 133, 134.
- Salem, Mass., schools of, 107, 110.
- Sam Houston Normal Institute, 248.
- San Antonio, Tex., schools of, 247, 248.
- Sandusky, Ohio, schools of, 201, 203.
- San Francisco, Cal., schools of, 15.
- San Francisco Public Kindergarten Society, cccxv, cccxvi.
- Saratoga Springs, N. Y., schools of, 175, 179.
- Savannah, Ga., schools of, 42, 43.
- Scarborough, John C., term of office of, 198.
- Schem, Alexander J., obituary notice, 191.
- Schenectady, N. Y., schools of, 175, 179, 180.
- Schoenle, Wolfgang, account of education in Germany by, cclvii-ccli.
- School furniture. See Furniture.
- School of Design of the University of Cincinnati, 205, 206.
- School officers. See the headings State School System and Chief State School Officer, under the respective States.
- School population of the United States, xliii, xlv.  
comparison of, for ten years, l.
- Science, instruction in, in English and Scotch normal schools, cccxi.  
summary of statistics of schools of, cclvi-cclix.  
instruction in, cclxx-cclxxii.  
table of statistics of schools of, 608-619.  
See, also, the heading Scientific and Professional Instruction, under the respective States.
- Scotland, educational condition of, ccliv, cclv.
- Scranton, Pa., schools of, 217, 219.
- Seaman, L. L., sketch of the history of nurse training schools by, ccvi.
- Seamanship, training in, in New York, 188.
- Sears, Barnas, remarks of, on the need of general education in the South, lxxxix.  
efforts of, on behalf of the normal college at Nashville, xc.
- Secondary instruction, for the colored race, lxxxiii, lxxxv, lxxxvi.  
classification of institutions for, cccxviii, cccxix.  
summary of statistics of institutions for, cclxvii.  
in Austria, cccxxv-cccxxvii, cccxxviii.  
in Hungary, cclxi-cclxiii.  
in France, cclxvi.  
in Germany, cclviii, cclix.  
table of statistics of institutions for, 450-543.  
See, also, the heading Secondary Instruction, under the respective States.
- Sedalia, Mo., schools of, 144, 145.
- Selma, Ala., schools of, 5, 6.
- Sessions, D. R., term of office of, 158.
- Shamokin, Pa., schools of, 217, 219.



Shannon, Richard D., term of office of, 150.  
 Sheffield Scientific School, 30.  
 Shenandoah, Va., schools of, 217, 219.  
 Sherman, Moses H., term of office of, 280.  
 Sitka, Alaska, schools of, 278.  
 Slade, James P., term of office of, 55.  
 Slaughter, John, term of office of, 307.  
 Smith, J. Argyle, term of office of, 142.  
 Somerville, Mass., schools of, 107, 110.  
 South, comparative statistics of education in the, lxxx-i-cxi.  
 South Australia, educational condition of, cclxxiv, cclxxv.  
 South Bend, Ind., schools of, 58, 59.  
 South Carolina, summary of educational condition, lxxii, lxxiii.  
     abs tract, 235-239.  
 Southern University for colored students, 89.  
 Spain, educational condition of, cclxii, cclxiii.  
 Spier, H. C., term of office of, 80.  
 Springfield, Ill., schools of, 49, 50, 51.  
 Springfield, Mass., schools of, 107, 110.  
 Springfield, Ohio, schools of, 201, 203.  
 Stamford, Conn., schools of, 27, 28.  
 State Agricultural College of Vermont, 254.  
 State boards of education. See the heading State School System, under the respective States.  
 State boards of examiners. See the heading State School System, under the respective States.  
 State reports. See the heading State School System, under the respective States.  
 State superintendents. See the headings State School System and Chief State School Officer, under the respective States.  
 States and Territories, school statistics of, 320-327.  
 Statistical tables, 320-331.  
 Statistics, educational, collection of, vi-ix.  
 Steubenville, Ohio, schools of, 201, 203, 204.  
 Stevens Institute of Technology, cclxxiii, 170.  
 Stillwater, Minn., schools of, 1-3.  
 Stockton, Cal., schools of, 15.  
 Stockwell, Thomas M., term of office of, 234.  
 Superintendence, school, cost of, in the Union, xlvii, xlviii.  
     necessity for and means of providing, lviii-lx.  
 Superior instruction. See the heading Superior Instruction, under the respective States.  
 Superior instruction of women. See Women; also, the heading Superior Instruction, under the respective States.  
 Sweden, educational condition of, cclxiii.  
 Switzerland, educational condition of, cclxiii-cclxv.  
 Sydney University, cclxxv.  
 Syracuse, N. Y., schools of, 175, 180.

## T.

Tappan, Henry Philip, obituary notice, 131.  
 Tasmania, educational condition of, cclxxvi.  
 Taunton, Mass., schools of, 107, 110.  
 Teachers, number and average pay of, xlv, xlvii.  
     amount of salaries paid to, xlvii, xlviii.  
     comparison of number of, for ten years, li.  
     qualifications and appointment of, lvi-lviii.  
     recommendations respecting the granting of certificates to, in Pennsylvania, 227.  
     See, also, the heading Training of Teachers, under the respective States.  
 Teachers' institutes, aid afforded to, by Peabody fund, xci.  
 Teachers' School of Science, cxxix.  
 Tennessee, summary of educational condition, lxxiv, lxxv.  
     abstract, 240-245.  
 Terre Haute, Ind., schools of, 58, 59.  
 Texas, summary of educational condition, lxxiv.  
     abstract, 246-250.  
 Theology, schools of, for the colored race, lxxxiv, lxxxvi.  
     summary of statistics of, cxxxxii, cxxxxiii.  
     table of statistics of, 620-631.  
 See, also, the heading Scientific and Professional Instruction, under the respective States.  
 Thompson, Hugh S., term of office of, 239.  
 Tiffin, Ohio, schools of, 201, 204.  
 Titusville, Pa., schools of, 217, 219.

Toledo, Ohio, schools of, 201, 204.  
 Topeka, Kans., schools of, 76, 77.  
 Towne Scientific School, course preparatory to study of medicine of, xcxi, xcxi.  
 Trenton, N. J., schools of, 167, 169.  
 Trevor, J. B., gift of, to University of Rochester, 183.  
 Trinity College, 29.  
 Troy, N. Y., schools of, 175, 180.  
 Tucson, Ariz., schools of, 280.  
 Tufts College, 113.  
 Turkey, educational condition of, cclxv, cclxvi.

## U.

United States Military Academy, 183, 649.  
 United States Naval Academy, 101, 649.  
 United States of Columbia, educational condition of, cclxxiv.  
 Universities and colleges, for the colored race, lxxxiii, lxxxiv, lxxxvi.  
     normal training in, cxxxii, cxxxiii.  
     summary of statistics of, cli-clx.  
     instruction in, clxi-clxv.  
     table of statistics of, 572-607.  
     See, also, the heading Superior Instruction, under the respective States.  
 University of Alabama, 7.  
 University of Dakota, 283.  
 University of California, 16, 17.  
 University of Colorado, 23.  
 University of Denver, 23.  
 University of Deseret, 302.  
 University of Georgia, 45.  
 University of Iowa, 70, 71, 72.  
 University of Kansas, 78, 79.  
 University of Louisiana, 89.  
 University of Michigan, cxxxii, cxxxiii, clix, clix, clxv, 125, 126, 127.  
 University of Minnesota, cclxxv, 135, 136.  
 University of Mississippi, 141.  
 University of Missouri, 146, 147.  
 University of Nebraska, 154.  
 University of Nevada, 158.  
 University of North Carolina, 196, 197.  
 University of Oregon, 213.  
 University of Pennsylvania, cclxvi, cclxxv, cclxxvi, 222.  
 University of Rochester, 183.  
 University of Tennessee, 243, 244.  
 University of Texas, 249.  
 University of Vermont, 254.  
 University of Virginia, 260.  
 University of Washington Territory, 305.  
 University of Wisconsin, cclxxviii, 273, 274, 275.  
 Utah, summary of educational condition, lxxx.  
     abstract, 301, 302.  
 Utica, N. Y., schools of, 175, 180.

## V.

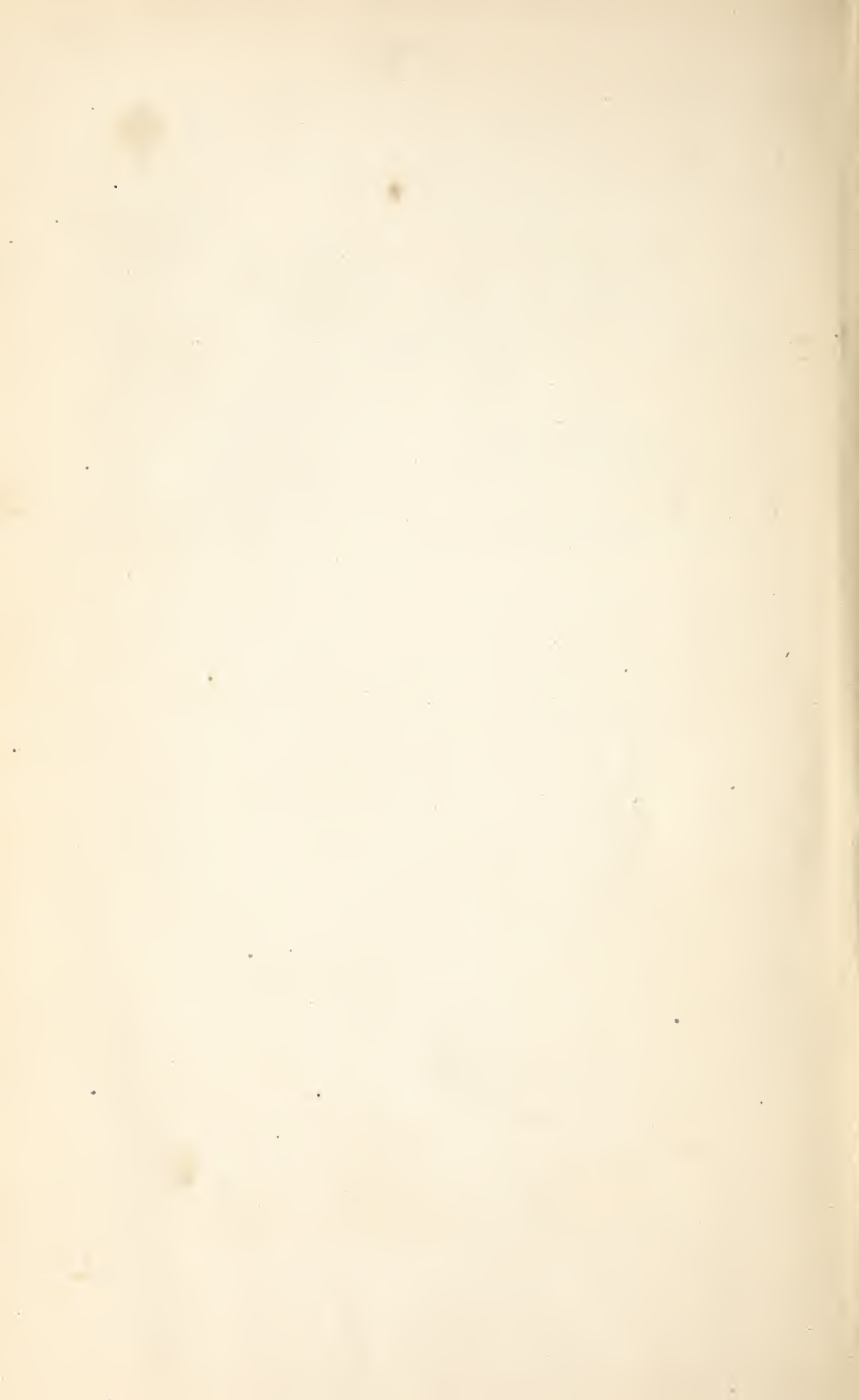
Vanderbilt, William H., gift of, to the University of Virginia, 260.  
 Vermont, summary of educational condition, lxx.  
     abstract, 251-255.  
 Vicksburg, Miss., schools of, 139.  
 Vincennes, Ind., schools of, 58, 59.  
 Virginia, summary of educational condition, lxxxii.  
     abstract, 256-262.  
 Virginia City, Nev., schools of, 157.  
 Von Coelln, C. W., term of office of, 74.

## W.

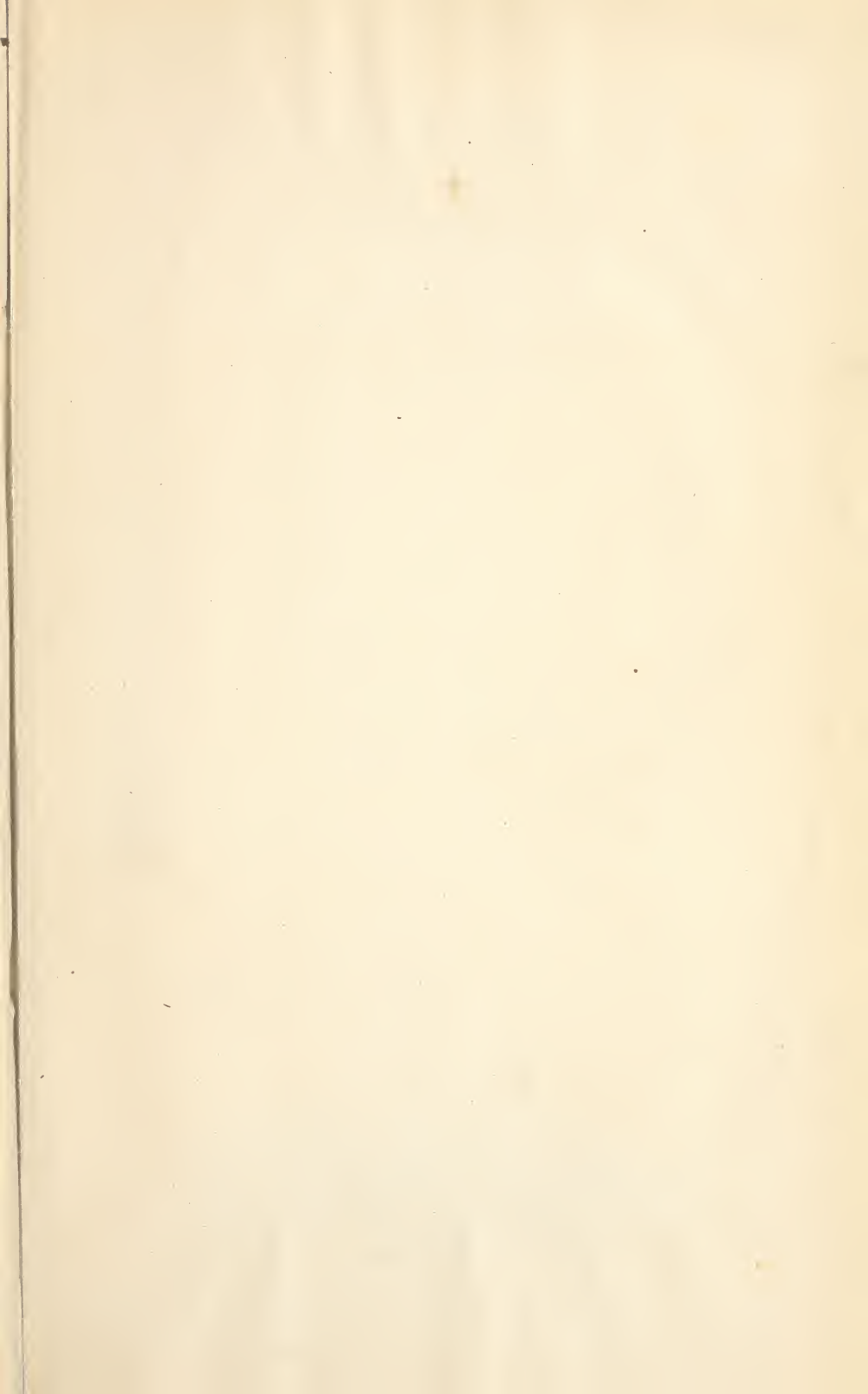
Waltham, Mass., schools of, 107, 110.  
 Warren, Dr. Charles, study of educational bearings of census by, ix-xliii, lxiii-lxix.  
 Warwick, R. I., schools of, 231.  
 Washington, D. C., schools of, cx, 285, 286.  
 Washington Territory, summary of educational condition, lxxx.  
     abstract, 303-305.  
 Washington Training School for Nurses, cxxi.  
 Washington University, cclxxv, 147, 148.  
 Waterbury, Conn., schools of, 27, 28.  
 Watertown, N. Y., schools of, 175, 180.  
 Watertown, Wis., schools of, 271, 272.  
 Wellesley College, 114.

- Wellman, F. L., remarks of, on current systems of legal study, clxxxvii, clxxxviii.  
 Wesleyan Female College, 36.  
 Wesleyan University, 30.  
 West Des Moines, Iowa, schools of, 68, 69.  
 Westfield, Mass., schools of, 107, 110.  
 West Virginia, summary of educational condition, lxxv.  
     abstract, 263-267.  
 West Virginia University, 266.  
 Weymouth, Mass., schools of, 107, 110.  
 Wharton, Joseph, gift of, to University of Pennsylvania, 222.  
 Wharton School of Finance and Economy, clxvi.  
 Wheeler, C. W., term of office of, 305.  
 Wheeling, W. Va., schools of, 265.  
 White, James P., obituary notice, 192.  
 Whitford, William C., term of office of, 277.  
 Wickersham, J. P., address of, on "The leading characteristics of American systems of education," 309.  
 Wild, George A., obituary notice, 55.  
 Wilkes-Barre, Pa., schools of, 217, 219.  
 Wilkinson, Lieut. M. C., Indian work in charge of, 295.  
 Williams, George Palmer, obituary notice, 131.  
 Williams College, 113.  
 Williamsport, Pa., schools of, 217, 219.  
 Wilmington, Del., schools of, 35, 36.  
 Wilson, J. Ormond, superintendent of schools in the District of Columbia, 290.  
 Windham, Conn., schools of, 27, 28.  
 Winona, Minn., schools of, 133, 134.  
 Wisconsin, summary of educational condition, lxxvi, lxxvii.  
     abstract, 268-277.  
 Wisconsin Industrial School for Girls, cccxvi, cccxxviii.  
 Woburn, Mass., schools of, 107, 110.  
 Women, summary of statistics of institutions for the superior instruction of, cxlvii-clii.  
     right of, to vote on school matters in New York, 173.  
     table of statistics of institutions for the superior instruction of, 555-571.  
 See, also, the heading **Superior Instruction**, under the respective States.  
 Woonsocket, R. I., schools of, 231.  
 Worcester, Mass., schools of, cx, 107, 110.  
 Worcester County Free Institute, clxxii, clxxiii.  
 Wright, Allen, term of office of, 295.  
 Wyoming, summary of educational condition, lxxxi.  
     abstract, 306-307.
- Y.
- Yale College, clxi, 29, 30.  
 Yankton, Dak., schools of, 282, 283.  
 Yonkers, N. Y., schools of, 175, 180.  
 York, Pa., schools of, 217, 219.  
 Youngstown, Ohio, schools of, 201, 204.
- Z.
- Zanesville, Ohio, schools of, 201, 204.  
 Zürich, statistics of education in, cclxiii cclxiv









**FALVEY MEMORIAL LIBRARY  
VILLANOVA UNIVERSITY**

DATE DUE


27360

L  
111  
.A3

27360	27360	11
AUTHOR		3
U.S.	U.S. Bureau	
TITLE	of Education	
Annua		
DATE		

U.S. Bureau of Education  
Annual report, 1881

NATIONAL LIBRARY OF EDUCATION



3 6533 00245263